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IDENTIFIERS *Performance Appraisal

ABSTRACT

This is the fourth module in a four-module training package for use in inservice seminars or workshops on performance appraisal and employee development. Module 4 addresses employee feedback and counseling aspects of performance evaluation. Primary emphasis is on use of performance reviews as employee development tools. Two related content areas are stressed: (1) counseling/communication components of performance review and (2) planning and objective-setting process resulting in a clear statement of anticipated employee performance during the subsequent review periods. Those supervisor behaviors leading to more productive performance review sessions are emphasized. The first half of the module presents content (material to be included in a review session) and process (way in which material should be presented). The second half provides participants with opportunity to combine content and process in actual exercises. Role playing material is given. The module includes both instructor and student manuals. The instructor's manual consists of two major parts. Details of Workshop contains the following information: objectives, time needed, agenda and time allocation, resources and materials needed, and bibliography. The second part is the Module Outline for Instructor with copies of transparencies needed. The participant's manual contains copies of all materials the student will use, including the pre/post-test and copies of all transparencies. An answer key for the test is provided. (YLB)

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Package XIV

COMPONENT OF MODULE: INSTRUCTOR MANUAL

MODULE NO.: FOUR

MODULE TITLE: EMPLOYEE FEEDBACK AND DEVELOPMENT

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Throughout this training program we stress that performance evaluation begins and ends with behavior -- what the person has done or is actually doing. Without behavior there can be no performance. In another context we might have stressed that actions speak much more loudly than words.

Now we wish to acknowledge the words, actions, and behavior of the many practitioners and/or scholars who assisted us in the development of this performance evaluation training program.

Professors Fred Fiedler, Patrick Fleenor, and Gary Latham provided the curricular expertise for the project. Jack Cartwright and Robert Morton analyzed the material from a practitioner's point of view. The managers who participated in the tests of the training package provided both comments and data used in revising the material. The Washington Criminal Justice Training Commission, King County, and City of Palo Alto coordinated the testing of the package. And the National Training and Development Service staff fulfilled their staff function well.

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I. INTRODUCTION

THIS MODULE ADDRESSES THE EMPLOYEE FEEDBACK AND COUNSELING ASPECTS OF PERFORMANCE EVALUATION. OF PRIMARY EMPHASIS IN THIS MODULE IS THE USE OF PERFORMANCE REVIEWS AS EMPLOYEE DEVELOPMENT TOOLS. TWO RELATED CONTENT AREAS ARE STRESSED: (A) THE COUNSELING/COMMUNICATION COMPONENTS OF THE PERFORMANCE REVIEW AND (B) THE PLANNING AND OBJECTIVE SETTING PROCESS THAT RESULTS IN A CLEAR STATEMENT OF ANTICIPATED EMPLOYEE PERFORMANCE DURING THE SUBSEQUENT REVIEW PERIOD.

THROUGHOUT THIS MODULE WE EMPHASIZE THOSE SUPERVISOR BEHAVIORS WHICH CAN LEAD TO MORE PRODUCTIVE PERFORMANCE REVIEW SESSIONS.

THE FIRST HALF OF THE MODULE PRESENTS THE MATERIAL THAT SHOULD BE INCLUDED IN THE REVIEW SESSION (THE CONTENT OF THE SESSION) AND THE WAY IN WHICH THE MATERIAL SHOULD BE PRESENTED (THE PROCESS). THE SECOND HALF OF THE MODULE PROVIDES PARTICIPANTS WITH THE OPPORTUNITY TO COMBINE THE CONTENT AND THE PROCESS IN ACTUAL EXERCISES.

II. DETAILS OF WORKSHOP

A. COURSE TITLE: PERFORMANCE EVALUATION WORKSHOP FOR IN-SERVICE MANAGERS

B. MODULE: MODULE FOUR -- EMPLOYEE FEEDBACK AND DEVELOPMENT

C. OBJECTIVES: BY THE CONCLUSION OF MODULE FOUR PARTICIPANTS WILL BE ABLE TO DEMONSTRATE THE FOLLOWING PERFORMANCE INTERVIEW SKILLS:

- INTERVIEW INITIATION
- INTERVIEW STRUCTURING
- INTERVIEW COMMUNICATION
- INTERVIEW PLANNING AND NEGOTIATION
- INTERVIEW CLOSING

D. TIME NEEDED: FIVE HOURS

E. AGENDA AND TIME ALLOCATION

00:00 - 00:15	MODULE OVERVIEW/OBJECTIVES/INTRODUCTIONS
00:15 - 00:30	PRE-TEST
00:30 - 00:45	INTERVIEW SEGMENTS/RATING SETTINGS
00:45 - 00:50	INTERVIEW INITIATION
00:50 - 01:00	INTERVIEW STRUCTURING
01:00 - 01:35	INTERVIEW COMMUNICATION
01:35 - 01:45	BREAK
01:45 - 02:05	PERFORMANCE EVALUATION SEQUENCE
02:05 - 02:15	NEGOTIATION
02:15 - 02:25	INTERVIEW CLOSING

E. AGENDA AND TIME ALLOCATION -- CONTINUED

02:25 - 02:30	INTRODUCTION TO EXERCISE
02:30 - 03:00	ROLE PLAYING EXERCISE -- CYCLE I
03:00 - 03:30	ROLE PLAYING EXERCISE -- CYCLE II
03:30 - 04:00	ROLE PLAYING EXERCISE -- CYCLE III
04:00 - 04:10	DISCUSS EXERCISE
04:10 - 04:30	QUESTIONS AND DISCUSSION
04:30 - 04:45	POST-TEST
04:45 - 05:00	SCORE PRE-TEST AND POST-TEST

F. RESOURCES AND MATERIALS NEEDED

IF THE INSTRUCTOR HAS NOT PURCHASED THE OVERHEAD TRANSPARENCIES, THE INSTRUCTOR WILL NEED ACCESS TO AN I.B.M., XEROX, THERMOFAX, OR OTHER COPYING MACHINE THAT CAN PRODUCE TRANSPARENCIES.

FOR THE ROLE-PLAYING EXERCISES IT IS HELPFUL TO HAVE A SMALL ROOM FOR EACH OF THE THREE-PERSON GROUPS OR TO HAVE A SINGLE ROOM THAT IS LARGE ENOUGH TO GIVE EACH GROUP SOME DEGREE OF PRIVACY.

IN ADDITION THE INSTRUCTOR WILL NEED:

- OVERHEAD PROJECTOR & SCREEN
- PEN/PENCIL FOR OVERHEAD PROJECTOR
- ONE CALCULATOR
- BLANK TRANSPARENCIES OR ACETATE ROLL
- EASEL, PAPER, MARKING PENS
- ONE SET OF ROLE-PLAYING MATERIAL FOR EACH THREE-PERSON GROUP

G. BIBLIOGRAPHY

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III. MODULE OUTLINE FOR INSTRUCTOR

I. PARTICIPANT INTRODUCTION AND EXPECTATIONS

- INSTRUCTOR INTRODUCES HIMSELF/HERSELF
- ASK PARTICIPANTS TO:
  - (1) INTRODUCE THEMSELVES
  - (2) SHARE THEIR EXPECTATIONS FOR THE WORKSHOP

PLACE OVERHEAD SLIDE 4.6 ON THE PROJECTOR.

- INSTRUCTOR SUMMARIZES EXPECTATIONS MENTIONED BY THE PARTICIPANTS

NOTE -- IF MODULE FOUR IS IMMEDIATELY PRECEDED BY ANOTHER MODULE, OMIT THE PARTICIPANT INTRODUCTIONS AND EXPECTATIONS.

WORKSHOP EXPECTATIONS

WHAT WOULD YOU LIKE TO GET OUT OF THIS WORKSHOP?

2. PURPOSE OF MODULE FOUR

PLACE OVERHEAD SLIDE 4.8 ON THE PROJECTOR.

- READ PURPOSE STATED ON SLIDE

PURPOSES

* TO PRESENT PERFORMANCE EVALUATION AS AN EMPLOYEE FEEDBACK TOOL

* TO PROVIDE PARTICIPANTS WITH FEEDBACK ON THEIR EVALUATION SKILLS

* TO IMPROVE COMMUNICATION SKILLS IN THE PERFORMANCE FEEDBACK PROCESS

3. OBJECTIVES FOR MODULE FOUR

PLACE OVERHEAD SLIDE 4.10 ON THE PROJECTOR.

- READ OBJECTIVES LISTED ON SLIDE
- MENTION THAT THIS MODULE IS THE FOURTH OF FOUR MODULES ON PERFORMANCE EVALUATION
- NOTE THAT THE OBJECTIVES ARE STATED IN TERMS OF WHAT THE PARTICIPANT WILL BE LEARNING TO DO

MODULE FOUR OBJECTIVES

BY THE CONCLUSION OF MODULE FOUR PARTICIPANTS WILL BE ABLE TO DEMONSTRATE THE FOLLOWING PERFORMANCE INTERVIEW SKILLS:

- INTERVIEW INITIATION
- INTERVIEW STRUCTURING
- INTERVIEW COMMUNICATION
- INTERVIEW PLANNING AND NEGOTIATION
- INTERVIEW CLOSING

4. OTHER MODULES IN THE PERFORMANCE EVALUATION WORKSHOP

PLACE OVERHEAD SLIDE 4.12 ON THE PROJECTOR.

- READ TITLES OF OTHER MODULES
- MENTION THOSE MODULES WHICH THE PARTICIPANTS WILL BE COMPLETING OR ALREADY HAVE COMPLETED
- MENTION DATES AND TIMES FOR REMAINING MODULES

PERFORMANCE EVALUATION WORKSHOP
FOR IN-SERVICE MANAGERS

WORKSHOP SEQUENCE

MODULE ONE	PERFORMANCE EVALUATION SYSTEMS
MODULE TWO	METHODS OF PERFORMANCE EVALUATION
MODULE THREE	FORMULATING OBJECTIVES AND AVOIDING ERRORS
MODULE FOUR	EMPLOYEE FEEDBACK AND DEVELOPMENT

5. AGENDA FOR MODULE FOUR

PLACE OVERHEAD SLIDE 4.14 ON THE PROJECTOR.

- READ AGENDA STATED ON SLIDE

AGENDA FOR MODULE FOUR

- MODULE FOUR OVERVIEW AND OBJECTIVES
- INTERVIEW INITIATION SKILLS
- INTERVIEW STRUCTURING SKILLS
- INTERVIEW COMMUNICATION SKILLS
- INTERVIEW PLANNING SKILLS
- INTERVIEW NEGOTIATION SKILLS
- INTERVIEW CLOSING SKILLS
- INTERVIEW PRACTICE
- QUESTIONS AND DISCUSSION

6. PRE-TEST

- REFER PARTICIPANTS TO THE PRE-TEST IN THEIR MANUALS. STRESS THAT THE PURPOSE OF THIS PRE-TEST IS NOT TO EVALUATE THEM BUT RATHER TO MAKE EACH PARTICIPANT AWARE OF HIS OR HER OWN LEVEL OF EXPERTISE IN THE MATERIAL TO BE COVERED IN THIS MODULE.

IF THE INSTRUCTOR WISHES TO USE THE PRE-TEST AND THE POST-TEST AS MEASURES OF PARTICIPANT LEARNING AND IF THERE IS NO REASON TO IDENITFY INDIVIDUAL PARTICIPANTS BY NAME, ASK THE PARTICIPANTS TO MAKE UP A FOUR-DIGIT NUMBER AND TO PLACE THIS NUMBER ON THE UPPER RIGHT CORNER OF THE PRE-TEST. IF YOU ARE USING THE PRE-TESTS AND POST-TESTS TO EVALUATE LEARNING, IT IS BEST TO COLLECT THE PRE-TESTS AT THIS POINT. IF YOU ARE USING THE PRE-TEST AS A MEANS OF SENSITIZING THE PARTICIPANTS TO THEIR OWN LEVEL OF EXPERTISE AND TO THE FORTHCOMING MATERIAL, THERE IS NO NEED TO COLLECT THE PRE-TESTS.

IF THE INSTRUCTOR CHOOSES NOT TO USE THE PRE-TEST, TELL THE PARTICIPANTS THAT THEY WILL NOT BE COMPLETING THE PRE-TEST.

LIMIT THE PRE-TEST TIME TO 15 MINUTES.

7. OVERVIEW OF INTERVIEW COMPONENTS

PLACE OVERHEAD SLIDE 4.17 ON THE PROJECTOR. DURING THE INTRODUCTION OF THIS SEGMENT, THE FOLLOWING POINTS SHOULD BE COVERED.

- REGARDLESS OF HOW WELL THE PERFORMANCE EVALUATION REVIEW SESSION IS CONDUCTED, THIS REVIEW SESSION CAN NOT COMPENSATE FULLY FOR AN EVALUATION SYSTEM WHICH IS NOT REFLECTIVE OF THE WORK BEING PERFORMED OR FOR A SYSTEM WHICH IS BIASED, SUBJECTIVE, POORLY ADMINISTERED, OR NOT BEING USED PROPERLY BY THE EVALUATORS.

- THE INTENT OF THIS SEGMENT AND THOSE WHICH FOLLOW IS NOT TO TURN MANAGERS INTO PSYCHOLOGICAL COUNSELORS. THE INTENT IS TO PROVIDE MANAGERS WITH A REVIEW OF THE SKILLS NEEDED TO CONDUCT A PRODUCTIVE FEEDBACK SESSION AS WELL AS THE OPPORTUNITY TO PRACTICE THOSE SKILLS.

- IN ALL SEGMENTS ATTENTION WILL BE GIVEN TO BEHAVIOR: HOW PEOPLE SIT (AND WHERE), WHAT THEY SAY, WHEN THEY SAY IT, AND SO ON. CONSISTENT WITH THE STATEMENTS FROM MODULE THREE, TERMS SUCH AS "ATTITUDE" WILL NOT BE USED.

- THE INTERVIEW SESSION IS CONCEPTUALIZED AS BEING DEFINED BY FIVE SEPARATE COMPONENTS. THE FIRST IS INTERVIEW INITIATION, FOLLOWED BY STRUCTURING, COMMUNICATION SKILLS, PLANNING, AND CLOSING.

IMPORTANT SEGMENTS OF A
PERFORMANCE EVALUATION FEEDBACK INTERVIEW

- INTERVIEW INITIATION
- INTERVIEW STRUCTURING
- INTERVIEW COMMUNICATION
- INTERVIEW PLANNING
- INTERVIEW CLOSING

8. INTERVIEW INITIATION

- INTERVIEW INITIATION DEALS WITH THOSE VERBAL AND NON-VERBAL INTERACTIONS WHICH OCCUR WITHIN THE FIRST FEW MINUTES (OR EVEN SECONDS) OF A PERFORMANCE EVALUATION FEEDBACK INTERVIEW.

ASK PARTICIPANTS TO GENERATE THE REASONS WHY THE FIRST FEW MINUTES OF AN INTERVIEW MIGHT BE OF CONSIDERABLE IMPORTANCE. RECORD THESE REASONS ON A BLANK TRANSPARENCY, BLACKBOARD, OR EASEL PAPER. SUPPLEMENT THE REASONS SUGGESTED, WHERE NECESSARY, WITH THE FOLLOWING CONSIDERATIONS:

- RESEARCH IN COUNSELING SETTINGS HAS DEMONSTRATED THAT THE FIRST FIVE MINUTES OFTEN SETS THE TONE FOR THE ENTIRE SESSION.
- DISCOMFORT CREATED AT THE START OF AN INTERVIEW SESSION MAY BE EXTREMELY DIFFICULT TO ERASE DURING THE SESSION.
- MANAGER BEHAVIOR DURING THE INITIAL MOMENTS OF THE SESSION CAN ALTER THE EXTENT TO WHICH A FREE FLOW OF COMMUNICATION OCCURS DURING THE REMAINDER OF THE SESSION.
- THE OPENING MOMENTS OF THE INTERVIEW SESSION PROVIDE THE MANAGER WITH THE BEST OPPORTUNITY OF DEMONSTRATING HIS/HER AWARENESS OF A CONCERN FOR THE EMPLOYEE.

PLACE OVERHEAD SLIDE 4.22 ON THE PROJECTOR.

- READ THE SUMMARY PRESENTED ON THE SLIDE

8. INTERVIEW INITIATION -- CONTINUED

REFER PARTICIPANTS TO THE INTERVIEW SETTING SCALE IN THEIR PARTICIPANT'S MANUAL. INTRODUCE THE EXERCISE WITH THE FOLLOWING COMMENTS AND INSTRUCTIONS:

- THE INTERVIEW SETTING ITSELF IS ONE OF THE FIRST ASPECTS OF THE INTERVIEW WHICH SETS A TONE AND PROVIDES "CUE" AS TO THE PROBABLE CHARACTER OF THE SESSION.
- IN A FEW MOMENTS YOU WILL SEE THREE DIFFERENT TYPES OF INTERVIEW SETTINGS. PLEASE RATE EACH SETTING AS YOU PERCEIVE IT ACCORDING TO THE LIST OF ADJECTIVES ON THE RATING SHEET. FOR EXAMPLE, IF YOU PERCEIVE THE SETTING TO BE MUCH MORE NEARLY WARM THAN COOL, YOU WOULD GIVE THAT SETTING A RATING OF FOUR OR FIVE. IF YOU SEE A SETTING AS BEING MORE NEARLY CONSTRAINED THAN UNCONSTRAINED, YOUR RATING WOULD BE CLOSER TO THE ONE OR TWO MARK. RECORD YOUR RATINGS BY CIRCLING THE NUMBER WHICH MOST CLOSELY REFLECTS YOUR REACTION TO THE SETTING AS YOU PERCEIVE IT.

AS AN OPTION THE INSTRUCTOR MAY WISH TO ILLUSTRATE THE MARKING PROCEDURE BY DRAWING A SAMPLE BI-POLAR ADJECTIVE ON THE BLACKBOARD OR ON A BLANK TRANSPARENCY AND THEN CIRCLING A POSSIBLE SCORING RESPONSE.

- YOU SHOULD RECORD YOUR FIRST RESPONSES. DO NOT ATTEMPT TO "PSYCH-OUT" THE EXERCISE, JUST SIMPLY AND RAPIDLY RECORD YOUR FIRST IMPRESSIONS.

8. INTERVIEW INITIATION -- CONTINUED

ASK PARTICIPANTS WHETHER THERE ARE ANY QUESTIONS REGARDING THIS EXERCISE. PROVIDE CLARIFICATION WHERE NECESSARY. IN THE EVENT A PARTICIPANT ASKS WHETHER THEY SHOULD RESPOND AS THOUGH THEY WERE THE INTERVIEWER OR THE INTERVIEWEE, INDICATE THAT THEY ARE FREE TO RESPOND FROM EITHER PERSPECTIVE AS LONG AS THEY RESPOND CONSISTENTLY THROUGHOUT THE THREE SITUATIONS.

PLACE OVERHEAD SLIDE 4.23 ON THE PROJECTOR AND ALLOW PARTICIPANTS ONE MINUTE TO RATE THE SETTING.

PLACE OVERHEAD SLIDE 4.24 ON THE PROJECTOR AND ALLOW PARTICIPANTS ONE MINUTE TO RATE THE SETTING.

PLACE OVERHEAD SLIDE 4.25 ON THE PROJECTOR AND ALLOW PARTICIPANTS ONE MINUTE TO RATE THE SETTING.

AFTER THE PARTICIPANTS HAVE COMPLETED THEIR RATINGS FOR ALL THREE SLIDES, INSTRUCT THEM TO TOTAL THE RATINGS FOR EACH OF THE SLIDES. THAT IS, ASK FOR THE SUM OF THE EIGHT INDIVIDUAL RATING SCALES. THIS NUMBER SHOULD BE PLACED IN THE BOX AT THE RIGHT HAND SIDE OF THE RATING SCALE. THE SAME PROCEDURE SHOULD BE FOLLOWED FOR SLIDES TWO AND THREE.

WHEN THE PARTICIPANTS HAVE COMPLETED THIS TASK, ASK FOR THE TOTAL RATING FOR SLIDE ONE. SUM RATINGS ON A CALCULATOR AND COMPUTE THE AVERAGE RATING FOR SLIDE ONE. FOLLOW THE SAME PROCEDURE FOR SLIDES TWO AND THREE. POST THE AVERAGE RATINGS GIVEN TO THE THREE SLIDES.

8. INTERVIEW INITIATION -- CONTINUED

ENCOURAGE PARTICIPANTS TO DISCUSS THEIR REASONS FOR ASSIGNING DIFFERENT RATINGS TO THE SLIDES. DURING THE DISCUSSION THE FOLLOWING ISSUES SHOULD BE CONSIDERED:

- THE PHYSICAL SETTING OF A PERFORMANCE EVALUATION FEEDBACK INTERVIEW OFFERS ONE OF THE FIRST CUES AS TO THE TYPE OF MEETING WHICH WILL BE CONDUCTED.
- IN ALMOST ALL SETTINGS, PHYSICAL CLOSENESS IS ASSOCIATED WITH WARMTH, CLOSENESS, OPENESS, AND COMFORT.
- MASSIVE EXECUTIVE DESKS REMOVE THE SENSE OF CLOSENESS.
- PHYSICAL POSTURES COMMUNICATE AN INDIVIDUAL'S SENSE OF INFORMALITY AND COMFORT.

DURING THE DISCUSSION PARTICIPANTS SHOULD BE ENCOURAGED TO IDENTIFY THOSE BEHAVIORS (AND EMPHASIZE BEHAVIORS) WHICH THEY ASSOCIATE WITH COMFORT, CLOSENESS, OPENESS, AND RELAXATION. SUCH BEHAVIORS MIGHT INCLUDE SMILING, EXPRESSION OF CONCERN FOR THE OTHER'S PHYSICAL COMFORT, AN OFFER OF COFFEE OR A SOFT DRINK, ETC. AS BEHAVIORS ARE IDENTIFIED THEY SHOULD BE RECORDED ON A BLACKBOARD, OVERHEAD PROJECTOR, ETC.

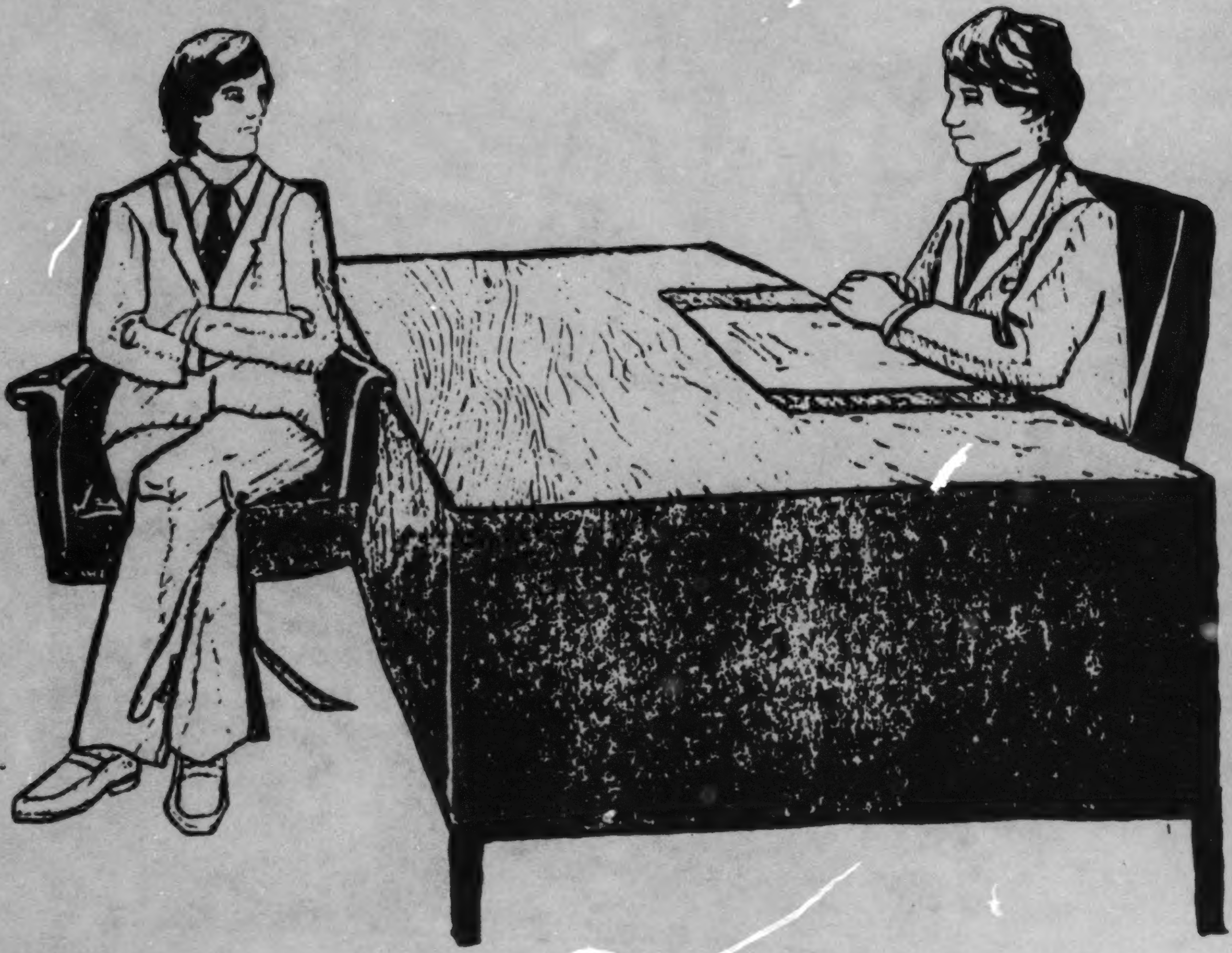
INTERVIEW INITIATION

Q. WHAT IS IT?

A. SUPERVISOR BEHAVIOR, BOTH VERBAL AND NONVERBAL, WHICH OCCURS DURING THE FIRST FEW MINUTES -- OFTEN THE FIRST THIRTY SECONDS -- OF A PERFORMANCE EVALUATION FEEDBACK SESSION.

MORE SPECIFICALLY, THESE ARE SUPERVISOR BEHAVIORS WHICH:

- SHOW CONCERN FOR THE PHYSICAL SETTING
- EXPRESS CONCERN FOR EMPLOYEE COMFORT
- CONVEY WARMTH AND RECEPTIVENESS



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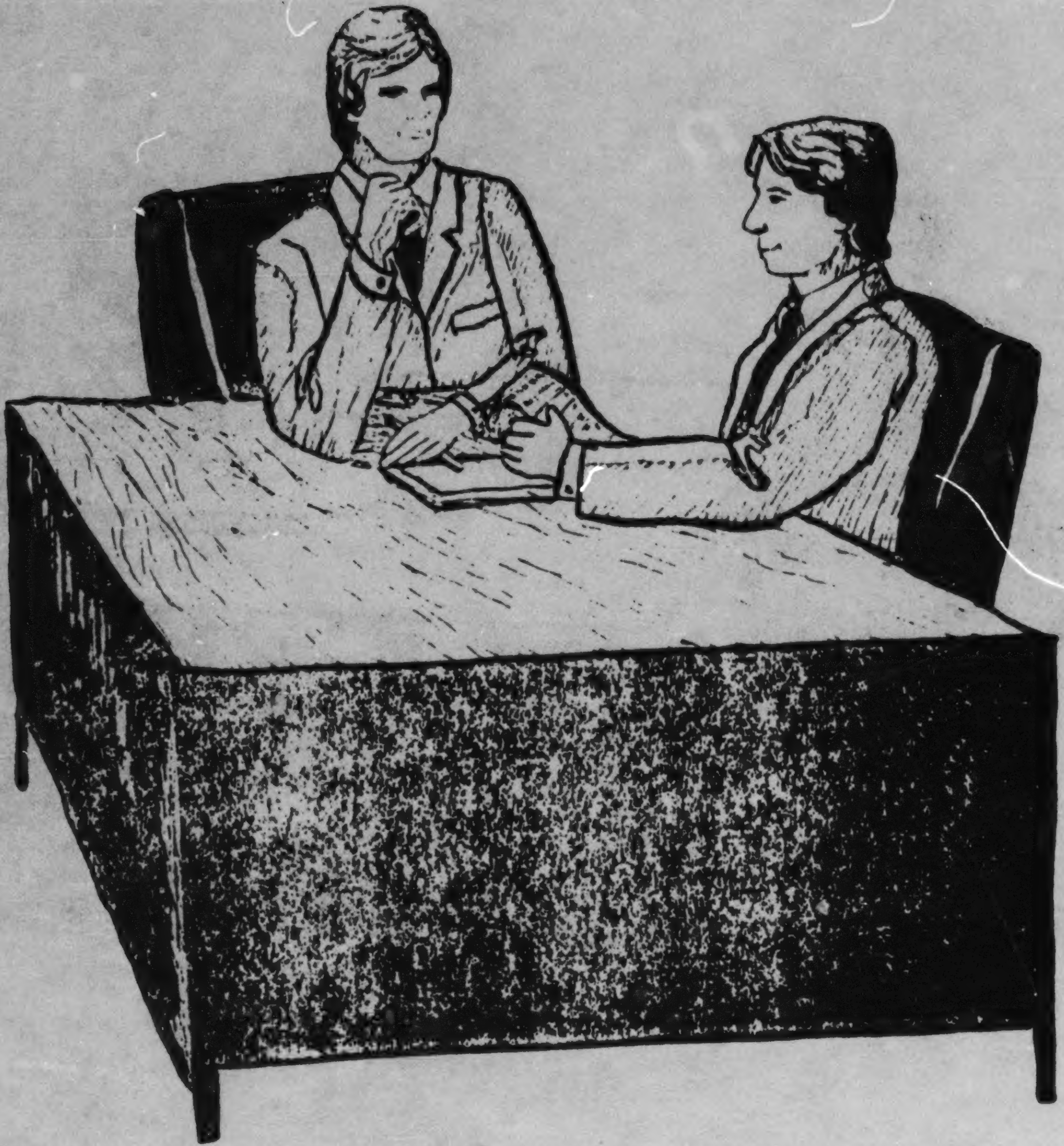
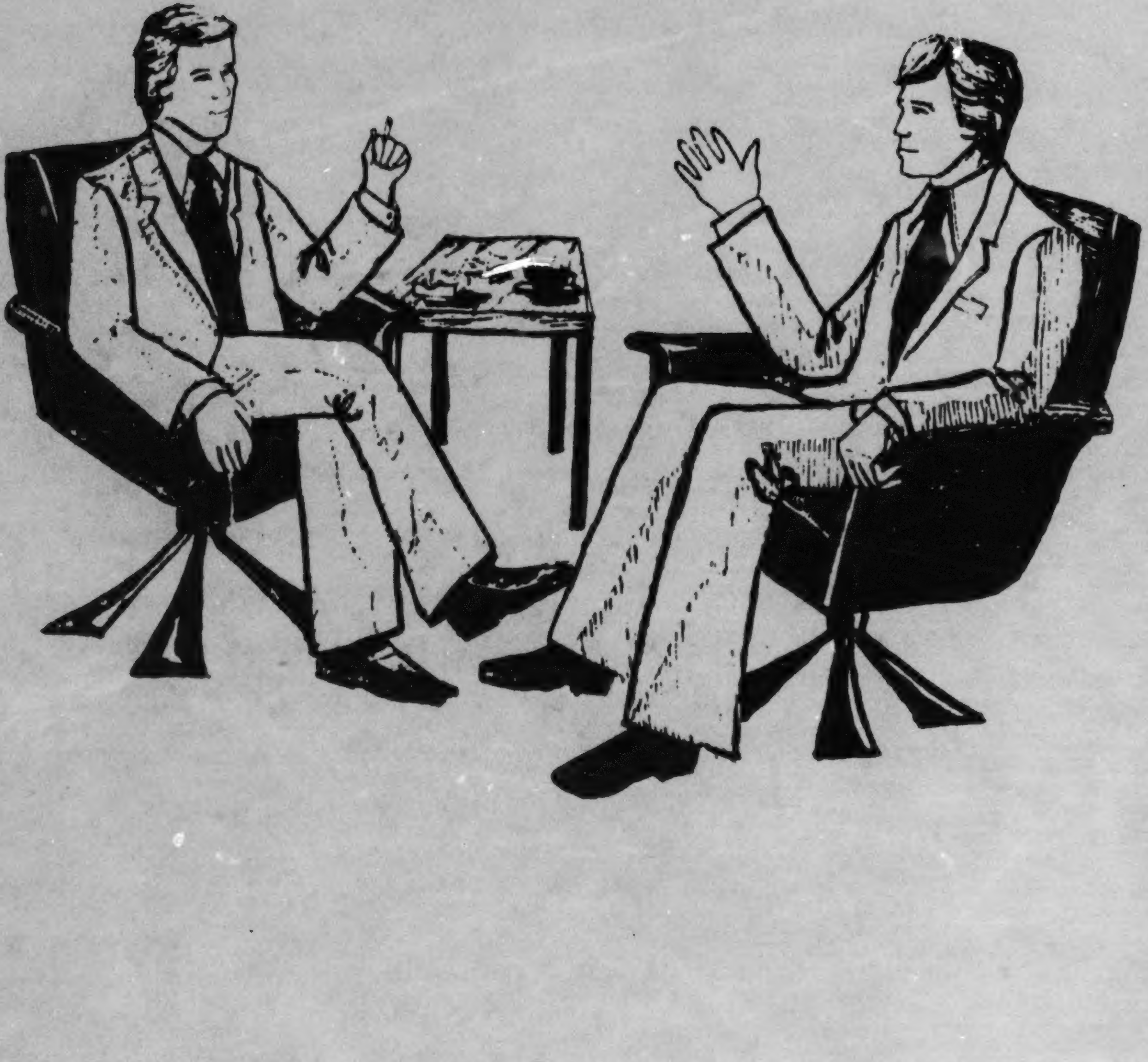




9. INTERVIEW STRUCTURING

THIS SEGMENT ON INTERVIEW STRUCTURING BEGINS WITH A GROUP EXERCISE WHICH IS INTRODUCED WITH THE FOLLOWING INSTRUCTIONS:

- EACH OF YOU SHOULD IMAGINE THAT I AM AN EMPLOYEE WHOM YOU SUPERVISE. I HAVE ENTERED YOUR OFFICE AT THE APPROPRIATE TIME. YOU HAVE MADE SOME EFFORT TO MAKE ME FEEL COMFORTABLE FOLLOWING THE SUGGESTIONS MADE IN THE PREVIOUS SEGMENT. IN SHORT, THE INTERVIEW INITIATION SEGMENT HAS BEEN COMPLETED. WHAT ARE YOU GOING TO DO OR SAY NEXT?

PARTICIPANT STATEMENTS SHOULD BE TRANSLATED INTO VERBAL OR NON-VERBAL BEHAVIORS AND THESE SHOULD BE SUMMARIZED ON A BLACKBOARD OR AN EASEL. PARTICIPANTS SHOULD ALSO BE ENCOURAGED TO STATE THEIR RATIONALE. THAT IS, THE PARTICIPANT WHO STATES, "I'D GET RIGHT INTO THE MEAT OF THE SESSION AND DISCUSS WHAT THE EMPLOYEE HAS BEEN DOING RIGHT OR WRONG." SHOULD BE ENCOURAGED TO INDICATE THE REASONS WHY THIS IS A PREFERRED APPROACH. WHERE PARTICIPANTS DISAGREE ON THE NEXT STEP TO BE TAKEN IN THE INTERVIEW, THEY SHOULD BE ENCOURAGED TO EXPLORE WITH ONE ANOTHER THE PROBABLE CONSEQUENCES OF DIFFERENT APPROACHES FOR BOTH SUPERVISOR AND EMPLOYEE.

PLACE OVERHEAD SLIDE 4.29 ON THE PROJECTOR.

- READ THE SUMMARY STATED ON THE SLIDE

9. INTERVIEWING STRUCTURING -- CONTINUED

DURING THE REVIEW OF SLIDE 4.29 THE FOLLOWING POINTS SHOULD BE COVERED:

- THE INTRODUCTION OF AN APPROPRIATE AMOUNT OF STRUCTURING CAN SERVE TO INCREASE THE COMFORT OF BOTH SUPERVISOR AND SUBORDINATE. ACCORDINGLY, IT FOLLOWS THAT INTERVIEW STRUCTURING IS A SPECIFIC EXTENSION OF THE EFFORTS DISCUSSED IN THE PREVIOUS SECTION TO REDUCE THE TENSION OF THE INTERVIEW SESSION WHEREVER POSSIBLE.
- THE RESPONSIBILITY FOR STRUCTURING THE PERFORMANCE EVALUATION FEEDBACK REVIEW BELONGS TO THE SUPERVISOR. IT IS HIS OR HER "TALK TIME".
- IF SALARY INCREASES, PROMOTIONS, DEMOTIONS, TERMINATIONS, AND TRANSFERS ALL LINK TO THE PERFORMANCE EVALUATION SYSTEM, THESE FACTS SHOULD BE ACKNOWLEDGED.
- THE USE OF THE PERFORMANCE EVALUATION SYSTEM AS A VEHICLE FOR EMPLOYEE DEVELOPMENT SHOULD BE STRESSED IF THE SYSTEM IS IN FACT USED FOR EMPLOYEE DEVELOPMENT.
- THE TIME PERIODS UNDER CONSIDERATION SHOULD BE NOTED, E.G., THE LAST SIX MONTHS OF PERFORMANCE AND THE EXPECTATIONS FOR THE NEXT SIX MONTHS.
- THE EXTENT TO WHICH THE FEEDBACK SESSION IS TO BE A MUTUAL PLANNING SESSION (RATHER THAN A "ME TELL AND YOU LISTEN" SESSION) SHOULD BE INDICATED.

9. INTERVIEW STRUCTURING -- CONTINUED

- RESEARCH HAS DEMONSTRATED THAT THE FAILURE TO DEFINE ROLES AS SUGGESTED ABOVE IS ONE OF THE MOST FREQUENT ERRORS MADE IN THE INTERVIEW. THE SUPERVISOR SHOULD STATE WHAT HE/SHE WILL BE DOING AND WILL NOT BE DOING IN THE INTERVIEW AND WHAT HE/SHE EXPECTS THE SUBORDINATE TO DO IN THE INTERVIEW.

PARTICIPANTS SHOULD BE ENCOURAGED TO COMPARE THE BEHAVIORAL STATEMENTS MADE DURING THE INITIAL PART OF THIS EXERCISE WITH THE STANDARDS SUGGESTED DURING THE INSTRUCTOR'S PRESENTATION. HOW WELL DO THE INITIAL STATEMENTS CONFORM TO THE GUIDELINES SUGGESTED? WHAT FACTORS WERE IGNORED (IF ANY)?

GIVEN THE DISCUSSION, WHAT NEW BEHAVIORS DO THE PARTICIPANTS PERCEIVE AS BEING IMPORTANT ON THE PART OF THE SUPERVISOR? THESE SHOULD BE ADDED TO THE INITIAL LIST. DISCUSS THE ADVANTAGES AND DISADVANTAGES OF EACH SUGGESTED ITEM. FOR EXAMPLE, WHAT ARE THE CONSEQUENCES OF INDICATING THAT A PERFORMANCE EVALUATION REVIEW MIGHT AFFECT THE EMPLOYEE'S FUTURE PROMOTION POTENTIAL? MIGHT IT BE SAFER, OR WISER, TO IGNORE THESE ISSUES? WHOSE ANXIETIES WOULD BE SERVED BY IGNORING THESE QUESTIONS?

INTERVIEW STRUCTURING

Q. WHAT IS IT?

A. SUPERVISOR BEHAVIORS DESIGNED TO COMMUNICATE FOUR SPECIFIC CONCEPTS:

(1) TO INDICATE THE WAYS IN WHICH THE PERFORMANCE EVALUATION SYSTEMS FITS INTO THE ORGANIZATIONAL FRAMEWORK.

(2) TO SUMMARIZE THE WAYS IN WHICH THE PERFORMANCE EVALUATION IMPACTS THE INDIVIDUAL EMPLOYEE.

(3) TO PROVIDE A FRAMEWORK FOR THE SEQUENCING OF EVENTS DURING THE INTERVIEW ITSELF.

(4) TO DEFINE THE SUPERVISOR'S PERSONAL ROLE EXPECTATIONS FOR THE INTERVIEW.

10. INTERVIEW COMMUNICATION

DURING THE INTRODUCTION OF THIS SECTION THE FOLLOWING POINTS SHOULD BE COVERED:

- ACCORDING TO WEBSTER, THE WORD "COMMUNICATE" IS A VERB, AN ACTION WORD. THE WORD REFERS TO ACTIONS WHICH ATTEMPT TO IMPART OR CONVEY INFORMATION.
- SOME ATTEMPTS TO IMPART INFORMATION ARE DELIBERATE AND CONSCIOUS. THE ATTEMPT TO STRUCTURE THE INTERVIEW, FOR EXAMPLE, REPRESENTS A DELIBERATE AND CONSCIOUS ATTEMPT ON THE PART OF THE SUPERVISOR TO CONVEY HIS/HER UNDERSTANDING OF THE PURPOSE, SCOPE, AND CONSEQUENCES OF THE PERFORMANCE EVALUATION FEEDBACK INTERVIEW AS WELL AS THE ROLE HE/SHE INTENDS TO PLAY IN THAT EXCHANGE.
- RESEARCHERS HAVE ESTIMATED THAT AS MUCH AS 70% OF THE MEANING OF A COMMUNICATION IS IMPARTED BY MEANS OTHER THAN THE SPECIFIC WORDS USED. THE TONE OF VOICE, OR MORE CORRECTLY THE PITCH, STRESS, AND VOLUME OF THE COMMUNICATED WORDS TOGETHER WITH BODY POSTURE AND FACIAL EXPRESSION CARRY THE TRUE BURDEN OF THE COMMUNICATION.

THE INSTRUCTOR SHOULD PROVIDE ILLUSTRATIONS TO COMMUNICATE THIS CONCEPT. FOR EXAMPLE, CONSIDER THE WORD "HELLO". BY ALTERING VOCAL STRESS, PITCH, AND VOLUME AND BY MODIFYING POSTURE OR FACIAL EXPRESSION, THE WORD "HELLO" CAN BE USED TO COMMUNICATE "I'M REALLY PLEASED

TO SEE YOU," "I AM MERELY BEING POLITE," "I DIDN'T EXPECT TO SEE YOU HERE," ETC.

- ATTEMPTS TO COMMUNICATE CAN BECOME CONFUSED WHEN MIXED MESSAGES ARE CONVEYED. THAT IS, WHERE THE WORDS CONVEY ONE MESSAGE WHILE THE VOICE OR BODY IS CONVEYING AN ENTIRELY DIFFERENT MESSAGE.

THE INSTRUCTOR SHOULD PROVIDE ILLUSTRATIONS TO COMMUNICATE THIS CONCEPT. FOR EXAMPLE, THE VERBAL MESSAGE, "I AM REALLY INTERESTED IN WHAT YOU HAVE TO SAY" CAN BE LINKED TO A NON-VERBAL MESSAGE SUCH AS A SCARCELY CONCEALED YAWN. THE VERBAL MESSAGE, "I REALLY WANT US TO WORK CLOSELY ON THIS" CAN BE LINKED TO A NON-VERBAL MESSAGE SUCH AS LEANING BACK IN A CHAIR OR TURNING AWAY FROM THE OTHER PERSON. ASK PARTICIPANTS TO CONTRIBUTE EXAMPLES OF FAULTY COMMUNICATION OR MIXED MESSAGES FROM THEIR OWN EXPERIENCE TO PROVIDE ADDITIONAL ILLUSTRATIONS.

- IT IS IMPOSSIBLE NOT TO COMMUNICATE GIVEN THE DEFINITION OF COMMUNICATION SUGGESTED HERE. MERE REFUSAL TO MAKE VERBAL STATEMENTS COMMUNICATES, AT THE VERY LEAST, AN UNWILLINGNESS TO EXPRESS THOUGHTS OR FEELINGS IN WORDS. IN A CLASSROOM SETTING SUCH AS THIS, FOR EXAMPLE, PARTICIPANTS CAN COMMUNICATE THEIR THOUGHTS AND FEELINGS QUITE WELL. THESE RANGE FROM BUSY NOTE TAKING TO INCREASINGLY OBVIOUS GLANCES AT WRIST WATCHES AND WALL CLOCKS.

10. INTERVIEW COMMUNICATION -- CONTINUED

THE INSTRUCTOR MAY WISH TO POINT TO SPECIFIC NON-VERBAL BEHAVIORS OCCURRING IN THE CLASSROOM AT THE PRESENT TIME TO ILLUSTRATE FURTHER THE TOTAL NATURE OF THE COMMUNICATION PROCESS.

* THE EMPHASIS IN THIS SECTION OF THE MODULE WILL BE ON TOTAL COMMUNICATION -- NOT ONLY ON WHAT IS SAID BUT ALSO ON THE WAY IN WHICH IT IS SAID, ON BOTH VERBAL AND NON-VERBAL BEHAVIOR.

PLACE OVERHEAD SLIDE 4.33 ON THE PROJECTOR.

* READ THE COMPONENTS OF INTERVIEW COMMUNICATION

* INDICATE THAT THIS SECTION OF THE MODULE WILL BE DEVOTED TO A CAREFUL CONSIDERATION OF THE BEHAVIORS, BOTH VERBAL AND NON-VERBAL, WHICH ARE ASSOCIATED WITH EACH OF THE COMMUNICATION COMPONENTS.

* ENCOURAGE PARTICIPANTS TO RAISE QUESTIONS OR ASK FOR CLARIFICATION

COMPONENTS OF INTERVIEW COMMUNICATION

- ATTENDING
- FACILITATING
- PARAPHRASING
- CLARIFYING
- FEEDING BACK

11. ATTENDING BEHAVIORS

- ACCORDING TO WEBSTER THE WORD "ATTEND" IS A VERB; IT IS ANOTHER ACTION WORD. THE WORD REFERS TO BEHAVIORS WHICH CONVEY REGARD OR HEEDING.

ASK PARTICIPANTS TO GENERATE A LIST OF BEHAVIORS, BOTH VERBAL AND NON-VERBAL, WHICH, IN THEIR JUDGMENT, CONVEY THE GIVING OF ATTENTION OR REGARD. THESE BEHAVIORS SHOULD BE RESTRICTED TO THE PERFORMANCE EVALUATION FEEDBACK INTERVIEW SETTING. PARTICIPANT STATEMENTS SHOULD BE SUMMARIZED ON A BLACKBOARD OR EASEL. PARTICIPANTS SHOULD ALSO BE ENCOURAGED TO STATE THEIR RATIONALE, THAT IS, WHY THEY BELIEVE A SPECIFIC BEHAVIOR COMMUNICATES ATTENDING. WHEN PARTICIPANTS DISAGREE, THEY SHOULD BE ENCOURAGED TO EXPLORE WITH ONE ANOTHER THE PROBABLE CONSEQUENCES OF DIFFERING VIEWPOINTS FOR BOTH THE SUPERVISOR AND THE EMPLOYEE.

IT IS CRUCIAL THAT THE INSTRUCTOR MODEL THE TYPES OF BEHAVIORS THAT LEAD TO EFFECTIVE COMMUNICATION. AN INSTRUCTOR WHO FAILS TO ATTEND TO PARTICIPANTS' COMMENTS, WHO COMMUNICATES IMPATIENCE, WHO FAILS TO SEEK CLARIFICATION, WHO DECLINES TO PARAPHRASE, OR WHO PROVIDES NO FEEDBACK WILL BE AN UNCONVINCING INSTRUCTOR.

PLACE OVERHEAD SLIDE 4.37 ON THE PROJECTOR.

- READ SUMMARY PRESENTED ON SLIDE

ENCOURAGE PARTICIPANTS TO COMPARE THE LIST OF BEHAVIORS THEY HAVE DEVELOPED WITH THOSE PRESENTED ON THE SLIDE.

11. ATTENDING BEHAVIORS -- CONTINUED

DURING THE REVIEW OF THE CONTENTS OF SLIDE 4.37 THE FOLLOWING POINTS SHOULD BE MADE:

- EYE CONTACT WITH THE EMPLOYEE DOES NOT MEAN A FIXED, UNWAVERING HYPNOTIC STARE. THIS BEHAVIOR WOULD ONLY MAKE THE EMPLOYEE MORE UNCOMFORTABLE. IT DOES MEAN LOOKING DIRECTLY AT THE EMPLOYEE WHEN SPEAKING TO HIM OR HER.

- RELAXED PHYSICAL POSTURE DOES NOT MEAN A "LAID-BACK" SLOUCH. BY CONTRAST, IT DOES NOT MEAN AN OVERLY RIGID POSTURE WITH ARMS FOLDED ACROSS THE CHEST OR HANDS KNOTTED INTO FISTS. A RELAXED POSTURE IS ONE WHICH CONVEYS A SENSE OF COMFORTABLENESS WITH LITTLE PHYSICAL OR MUSCULAR TENSION. ONE COULD MAINTAIN SUCH A POSITION FOR A CONSIDERABLE PERIOD OF TIME WITHOUT DISCOMFORT.

- APPROPRIATE PHYSICAL GESTURES ARE THOSE WHICH SERVE TO PUNCTUATE OR EMPHASIZE SOME VERBAL STATEMENT. SOME MOVEMENT SHOULD OCCUR DURING THE INTERVIEW AND THIS MOVEMENT SHOULD BE APPROPRIATE TO, AND CONSISTENT WITH, WHAT IS BEING SAID.

- VERBAL STATEMENTS WHICH "FOLLOW" WHAT THE EMPLOYEE HAS SAID ARE SIMPLY STATEMENTS WHICH ARE CONSISTENT WITH THE EMPLOYEE STATEMENT. CONSISTENT STATEMENTS CONVEY THE MESSAGE, "I HAVE HEARD WHAT YOU SAID AND UNDERSTAND OR AM TRYING TO UNDERSTAND YOUR FEELINGS AND THE MEANINGS OF YOUR STATEMENT."

11. ATTENDING BEHAVIORS -- CONTINUED

THE INSTRUCTOR SHOULD ILLUSTRATE THE CONCEPT OF FOLLOWING THE EMPLOYEE'S STATEMENTS WITH BOTH POSITIVE AND NEGATIVE EXAMPLES. FOR EXAMPLE, GIVEN THE FOLLOWING EMPLOYEE STATEMENT, WHICH OPTION SEEMS TO COMMUNICATE BETTER THAT THE SUPERVISOR IS ATTENDING?

EMPLOYEE: *THAT NEW PROCEDURE HAS DONE NOTHING BUT CONFUSE AN ALREADY DIFFICULT PROCESSING PROBLEM. I HAVE THOUGHT ABOUT THE PROBLEM, AND I BELIEVE I HAVE A BETTER SOLUTION.*

SUPERVISOR: RESPONSE OPTION A *YOU FEEL THERE IS A BETTER WAY TO TACKLE THAT FRUSTRATING PROCESSING PROBLEM? (SUPERVISOR LEANS FORWARD AND LOOKS EMPLOYEE IN THE EYE)*

SUPERVISOR: RESPONSE OPTION B *WELL, THE PROCESSING PROBLEM HAS BEEN BOTHERING EVERYBODY AND I THINK THE NEW PROCEDURE, WHICH, INCIDENTALLY, WAS MY OWN IDEA, WILL WORK IF ONLY THE EMPLOYEES WILL GIVE IT HALF A CHANCE. (SUPERVISOR LEANS BACKWARD, AVOIDS EYE CONTACT, PLACES ARMS OVER CHEST)*

INTERVIEW ATTENDING BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC SUPERVISOR BEHAVIORS WHICH INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

(1) EYE CONTACT WITH THE EMPLOYEE

(2) RELAXED PHYSICAL POSTURE

(3) APPROPRIATE OR "NATURAL" PHYSICAL GESTURES

(4) VERBAL STATEMENTS WHICH "FOLLOW" WHAT THE EMPLOYEE HAS SAID

12. FACILITATING BEHAVIORS

- ACCORDING TO WEBSTER, THE WORD "FACILITATE" IS A VERB, ANOTHER ACTION WORD. FACILITATE REFERS TO BEHAVIORS DESIGNED TO MAKE COMMUNICATING EASIER.

- ONE OF THE RESPONSIBILITIES OF A SUPERVISOR IS TO MAKE THE TASK OF EMPLOYEE/SUPERVISOR COMMUNICATION EASIER.

- ONE METHOD OF MAKING THE PERFORMANCE EVALUATION FEEDBACK SESSION MORE PRODUCTIVE IS TO USE THOSE BEHAVIORS SUMMARIZED EARLIER UNDER INTERVIEW INITIATION AND INTERVIEW STRUCTURING.

- THE PURPOSE OF THIS SEGMENT OF THE INTERVIEW COMMUNICATION PROCESS IS TO CONCENTRATE ON ADDITIONAL SUPERVISOR BEHAVIORS WHICH CAN FACILITATE THE COMMUNICATION PROCESS.

ASK PARTICIPANTS TO GENERATE A LIST OF BEHAVIORS, BOTH VERBAL AND NON-VERBAL, WHICH EXEMPLIFY FACILITATING BEHAVIORS. THESE BEHAVIORS SHOULD BE RESTRICTED TO THE PERFORMANCE EVALUATION FEEDBACK INTERVIEW SETTING. PARTICIPANT STATEMENTS SHOULD BE SUMMARIZED ON A BLACKBOARD OR EASEL. IN ORDER TO FOCUS DISCUSSION AND TO AVOID REPEATING THE BEHAVIORS PREVIOUSLY IDENTIFIED AS IMPORTANT TO THE INTERVIEW, THE FOLLOW-PREFACE MAY BE USEFUL:

"IF I HAVE MADE SOME STATEMENT TO YOU DURING A PERFORMANCE EVALUATION FEEDBACK SESSION, REGARDLESS OF WHETHER YOU AGREE OR DISAGREE WITH THE STATEMENT, AND IF YOU WANT TO

12. FACILITATING BEHAVIORS -- CONTINUED

FACILITATE MY DISCUSSION OF THAT TOPIC, WHAT WOULD YOU DO OR SAY?"

PLACE OVERHEAD SLIDE 4.41 ON THE PROJECTOR.

- JUST AS THERE ARE WAYS TO FACILITATE AN EXCHANGE OF FEELINGS AND THOUGHTS DURING A PERFORMANCE EVALUATION FEEDBACK SESSION, THERE ARE ALSO WAYS TO BLOCK FURTHER COMMUNICATION.

ASK PARTICIPANTS TO GENERATE A LIST OF BEHAVIORS WHICH, IN THEIR OWN PERSONAL EXPERIENCE, HAVE TENDED TO BLOCK THE FLOW OF COMMUNICATION. THESE NEED NOT BE RECORDED.

PLACE OVERHEAD SLIDE 4.42 ON THE PROJECTOR.

EXPLANATION OF SLIDE 4.42

- DIRECTING -- Here the employee is simply told that this issue is none of his/her business and is not relevant (as the supervisor perceives it) to the feedback interview.
- DISCOUNTING -- Here the employee is told that his/her experience or feeling is simply not valid because he/she lacks the experience, judgment, perspective, or whatever to understand the situation. Or the employee can be told that his/her experience is unique and that no one else feels that way (at least they haven't said so). Another variation on discounting is to explain the situation away. This method is directed to the objective characteristics of the situation while totally ignoring the employee's feelings.
- DEFENDING -- Here the employee is provided with a response which indicates

12. FACILITATING BEHAVIORS -- CONTINUED

that the supervisor has been put on the defensive. Or the supervisor's response may put the employee on the defensive because of the "manner" or "method" of the supervisor's response.

° DENYING -- Here the employee is informed that his/her statement is simply not true. The implication is that the employee is, at the least, badly misinformed, and at worst, lying.

INTERVIEW FACILITATING BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC VERBAL INVITATIONS WHICH ENCOURAGE THE EMPLOYEE TO STATE A POSITION OR TO EXPLORE FURTHER A STATED POSITION.

- CAN YOU SAY MORE?
- WILL YOU EXPAND ON THAT?
- I WOULD LIKE TO HEAR MORE ABOUT THAT.
- HOW DO YOU SEE IT?
- WOULD YOU ELABORATE?
- CAN YOU GIVE ME MORE DETAIL?
- COULD YOU GIVE ME AN EXAMPLE?
- THEN?
- SO?
- AND?
- UM-HMM

A. SPECIFIC NON-VERBAL INVITATIONS WHICH ENCOURAGE THE EMPLOYEE TO STATE A POSITION OR TO EXPLORE FURTHER A STATED POSITION.

- HEAD NODS
- EYE CONTACT
- LEANING FORWARD
- NARROWING PHYSICAL DISTANCE

FOULED FACILITATION

(THE FOUR DEADLY "D'S")

- D IRECTING
- D ISCOUNTING
- D EFENDING
- D ENYING

13. PARAPHRASING

PLACE OVERHEAD SLIDE 4.46 ON THE PROJECTOR

- READ DEFINITION OF PARAPHRASING AND PURPOSES OF THE PARAPHRASE

- INFORM PARTICIPANTS THAT PARAPHRASING IS NOT THE SAME AS PARROTING. THE SUPERVISOR DOES NOT REPEAT, WORD FOR WORD, WHAT THE EMPLOYEE HAS SAID. RATHER, THE SUPERVISOR ATTEMPTS TO GRASP THE ESSENSE OF WHAT HAS BEEN SAID. FOR THIS REASON, A GOOD PARAPHRASE IS USUALLY MUCH SHORTER THAN THE ORIGINAL STATEMENT WHILE STILL COMMUNICATING THE SAME BASIC MEANING.

PARTICIPANTS SHOULD BE PROVIDED WITH EXAMPLES OF EMPLOYEE STATEMENTS AND SUPERVISOR PARAPHRASES. THE INSTRUCTOR SHOULD FEEL FREE TO SUPPLEMENT THE EXAMPLES PROVIDED BELOW WITH EXAMPLES DRAWN FROM HIS/HER OWN EXPERIENCE OR FROM PRIOR STATEMENTS MADE BY PARTICIPANTS IN CLASS.

EXAMPLE #1

EMPLOYEE: I JUST DON'T UNDERSTAND MY WORK PARTNER. ONE MINUTE SHE IS AS HELPFUL AS SHE CAN BE TO ME AND THE NEXT MINUTE SHE ACTS AS THOUGH SHE DOESN'T GIVE A DAMN AT ALL.

SUPER.: SHE DOENS'T BEHAVE VERY CONSISTENTLY AND THAT IS CONFUSING TO YOU.

13. PARAPHRASING -- CONTINUED

EXAMPLE #2

EMPLOYEE: THE NEW PROCEDURES REALLY DON'T MAKE SENSE AT ALL. I'VE TAKEN THE MANUAL HOME WITH ME TO STUDY AT NIGHT, AND I STILL DON'T UNDERSTAND CERTAIN ASPECTS OF THE PROCESS.

SUPER.: EVEN W[illegible] SPECIAL EFFORT YOU STILL HAVE TROUBLES WITH THESE NEW METHODS?

EXAMPLE #3

EMPLOYEE: I'VE BEEN HERE FOR SEVEN YEARS NOW AND HAVEN'T HAD A PROMOTION. I'M BEGINNING TO FEEL THAT I'LL BE DOING THE SAME DAMN THING WHEN I'M EIGHTY.

SUPER.: IT SOUNDS LIKE YOU'RE FEELING TRAPPED IN A DEAD-END JOB WITH NO WAY OUT.

EXAMPLE #4

EMPLOYEE: I FEEL WE SHOULD HAVE A LOT MORE FREEDOM IN DECIDING WHEN TO TAKE OUR VACATIONS. I MISSED OUT ON A GREAT HUNTING TRIP WITH SOME OLD ARMY BUDDIES BECAUSE OF THIS NUTTY SYSTEM.

SUPER.: YOU FEEL THAT THE SYSTEM CAN BE MADE MORE FLEXIBLE.

ASK PARTICIPANTS TO PROVIDE EXAMPLES OF WHAT THEY REGARD TO BE TYPICAL EMPLOYEE STATEMENTS THAT MIGHT BE MADE DURING A PERFOR-

MANCE EVALUATION INTERVIEW. DO NOT ASK FOR THE SUPERVISOR'S RESPONSE TO THESE STATEMENT. WHEN TEN REPRESENTATIVE STATEMENTS HAVE BEEN COLLECTED AND RECORDED ON A BLACKBOARD OR EASEL, INTRODUCE THE PARAPHRASE EXERCISE WITH THE FOLLOWING INSTRUCTIONS:

- TAKE A SHEET OF NOTE PAPER AND WRITE THE NUMBERS ONE TO TEN SKIPPING A FEW LINES BETWEEN EACH NUMBER. AFTER YOU HAVE NUMBERED THE PAGE, WRITE WHAT YOU WOULD CONSIDER A GOOD PARAPHRASE FOR EACH OF THE EMPLOYEE STATEMENTS WE HAVE JUST RECORDED. YOU WILL HAVE FIVE MINUTES TO COMPLETE THIS EXERCISE.

AFTER FIVE MINUTES ASK THE PARTICIPANTS TO SHARE AND CRITIQUE THEIR PARAPHRASES. DURING THIS CRITIQUE SESSION, THE FOLLOWING ADDITIONAL POINTS SHOULD BE MADE:

- MANY EMPLOYEE STATEMENTS ARE APT TO CAUSE THE SUPERVISOR TO BECOME ANGRY, DEFENSIVE, OR BOTH. RECALL THE FOUR DEADLY "D's" OF FOULED FACILITATION.

- ON SOME OCCASIONS THE EMPLOYEES DO HAVE THEIR FACTS WRONG OR DO FAIL TO SEE THE "BIG PICTURE". THERE WILL BE AMPLE TIME DURING AN INTERVIEW TO PROVIDE THESE FACTS. DURING THE EARLY STAGES OF AN INTERVIEW YOU SHOULD AVOID BEING DRAWN INTO, OR STARTING, A DEBATE.

- A PARAPHRASE DOES NOT NECESSARILY IMPLY AGREEMENT. IT COMMUNICATES THAT YOU HAVE HEARD WHAT WAS SAID TO YOU.

INTERVIEW PARAPHRASING BEHAVIOR

Q. WHAT IS IT?

A. A BRIEF RESTATEMENT BY THE SUPERVISOR OF SOME PRIOR VERBAL COMMUNICATION. THE RESTATEMENT COMMUNICATES THE SAME MEANING IN FEWER AND, PERHAPS, DIFFERENT WORDS.

Q. WHY DO IT?

A. TO ASSURE THE EMPLOYEE THAT THE SUPERVISOR IS FOLLOWING THE CONVERSATION IN TERMS OF BOTH THOUGHTS AND FEELINGS EXPRESSED.

A. TO CONDENSE THE EMPLOYEE'S THOUGHTS BY PRESENTING THEM IN A MORE CONCISE WAY.

A. TO PROVIDE THE SUPERVISOR WITH FEEDBACK TO ASSURE THAT COMMUNICATION WITH UNDERSTANDING HAS TAKEN PLACE.

14. CLARIFYING

- WEBSTER INDICATES THAT CLARIFY IS A VERB -- AN ACTION WORD WHICH MEANS TO MAKE CLEAR.
- DURING MOST ACTS OF HUMAN COMMUNICATION, INCLUDING PERFORMANCE EVALUATION FEEDBACK SESSIONS, COMMUNICATION CAN BECOME SNARLED SIMPLY BECAUSE ONE PARTY DID NOT UNDERSTAND WHAT THE OTHER SAID.
- SOME SUPERVISORS ARE RELUCTANT TO ADMIT THAT THEY DO NOT UNDERSTAND WHAT AN EMPLOYEE HAS SAID. THIS TEND TO BE PARTICULARLY TRUE FOR A RELATIVELY NEW SUPERVISOR WHO MAY NOT BE FAMILIAR WITH ALL THE JOBS PERFORMED BY HIS/HER SUBORDINATES.
- IN GENERAL, THE MORE DEFENSIVE YOU ARE AS A PERSON, THE LESS LIKELY IT IS THAT YOU WILL ASK FOR CLARIFICATION. WHY? TO DO SO IS TO ADMIT THAT YOU DIDN'T UNDERSTAND, AND THAT MAY BE ESPECIALLY DIFFICULT FOR YOU TO DO.

ASK PARTICIPANTS WHETHER THESE OBSERVATIONS HAVE ANY RELEVANCE FOR THEM. CAN THEY ASSOCIATE THESE COMMENTS WITH FEELINGS OR EXPERIENCES OF THEIR OWN? DO THEY KNOW OF SUPERVISORS FOR WHOM THESE STATEMENTS MIGHT BE ESPECIALLY TRUE?

PLACE OVERHEAD SLIDE 4.48 ON THE PROJECTOR.

- READ THE COMMENTS PRESENTED ON SLIDE 4.48.
- ASK PARTICIPANTS WHETHER THEY WOULD LIKE CLARIFICATION REGARDING THE CONCEPT OF CLARIFYING OR ITS ROLE IN A PERFORMANCE EVALUATION FEEDBACK SESSION.

INTERVIEW CLARIFYING BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC VERBAL INVITATIONS ON THE PART OF THE SUPERVISOR WHICH ADMIT A LACK OF UNDERSTANDING REGARDING THE EMPLOYEE'S COMMUNICATION.

- I'M CONFUSED
- I'M NOT SURE I UNDERSTAND
- CAN YOU RESTATE WHAT YOU ARE TRYING TO COMMUNICATE?
- I LOST YOU THERE
- CAN YOU GIVE ME AN EXAMPLE?
- I NEED MORE INFORMATION HERE

Q. WHY DO IT?

A. TO PROVIDE A DEGREE OF FOCUS TO THE MUTUAL COMMUNICATION

TO ASSIST THE EMPLOYEE IN STATING CONCERNS

TO ASSURE UNDERSTANDING REGARDING THE COMMUNICATION

TO COMMUNICATE A CONCERN FOR UNDERSTANDING THE COMMUNICATION

15. FEEDING BACK

- UP TO THIS POINT MUCH OF THE FOCUS ON THE COMMUNICATION TRAINING HAS BEEN ON ENCOURAGING THE EMPLOYEE TO TALK AND ON SUGGESTING THAT THE SUPERVISOR CONCENTRATE ON ATTENDING TO EMPLOYEE COMMUNICATIONS, FACILITATING THEM, PARAPHRASING THEM, AND, WHERE NECESSARY, ASKING FOR CLARIFICATION.
- FOR SOME SUPERVISORS THIS PROCESS MAY SEEM BACKWARDS. AFTER ALL, ISN'T THE PURPOSE OF A PERFORMANCE EVALUATION FEEDBACK REVIEW TO TELL THE EMPLOYEE HOW WELL HE OR SHE IS DOING AND TO TELL HIM OR HER WHERE THEY NEED TO IMPROVE ?

ASK PARTICIPANTS FOR THEIR REACTION TO THE LAST QUESTION. DO THEY SEE THE FEEDBACK REVIEW SESSION AS A SUPERVISOR TALK AND EMPLOYEE LISTEN SESSION? ASK THE PARTICIPANTS TO IDENTIFY THE ADVANTAGES OF HAVING THE EMPLOYEE MAKE STATEMENTS ABOUT HIS/HER PERCEPTIONS OF THE JOB AND ABOUT THEIR EXPECTATIONS FOR THE FUTURE BEFORE HAVING THE SUPERVISOR PROVIDE FEEDBACK. ALSO ASK THE PARTICIPANTS TO IDENTIFY THE POSSIBLE DISADVANTAGES OF THIS APPROACH. WHAT ARE THE IMPLICATIONS OF THESE TWO DIFFERENT APPROACHES FOR THE STRUCTURING OF THE INTERVIEW? HOW CAN ONE BE INVOLVED IN THE PROCESS OF DEVELOPING AN EMPLOYEE IF ONE DOESN'T KNOW WHAT THAT EMPLOYEE THINKS OR FEELS OR IF ONE DOESN'T KNOW HOW THE EMPLOYEE WANTS TO DEVELOP?

PLACE OVERHEAD SLIDE 4.52 ON THE PROJECTOR.

15. FEEDING BACK -- CONTINUED

- READ SUMMARY PRESENTED ON SLIDE.

ASK FOR PARTICIPANT COMMENTS AND DISCUSSION REGARDING THE PRESENTATION ON FEEDBACK. PROVIDE CLARIFICATION AND ADDITIONAL EXAMPLES WHERE NECESSARY. COVER THE FOLLOWING POINTS DURING THE DISCUSSION:

- FEEDBACK CAN BE POSITIVE OR NEGATIVE. DO NOT ASSUME THAT ALL FEEDBACK IS OF EQUAL IMPORTANCE.
- FEEDBACK IS A TWO-WAY STREET. AS YOU GIVE FEEDBACK SO SHOULD YOU EXPECT TO RECEIVE IT. IF FEEDBACK IS NOT OFFERED, ASK FOR IT.
- GOOD FEEDBACK BEARS A COMMON RELATIONSHIP WITH THE STANDARDS FOR GOOD EMPLOYEE PERFORMANCE OBJECTIVES. IN FACT, GOOD OBJECTIVES FOR THE NEXT REVIEW PERIOD CAN AND SHOULD SPRING FROM THE FEEDBACK.

EXPLANATION OF SLIDE 4.52

- DESCRIBES EMPLOYEE BEHAVIORS -- Good feedback is stated in terms which relate to what the employee has or has not done, that is, feedback should refer to specific behaviors. Good feedback does not make assumptions about the employee's attitudes
- IDENTIFIES SPECIFIC CRITICAL INCIDENTS -- Good feedback indicates what happened, when it happened, where it happened, and the outcome of the incident.

15. FEEDING BACK -- CONTINUED

- INDICATE THE FREQUENCY WITH WHICH THESE INCIDENTS OCCURRED -- Good feedback provides the employee with information about how often the behavior has been observed.

- ADDRESSES PREVIOUSLY AGREED-UPON GOALS -- Good feedback should provide few surprises. That is, feedback should be focused on those aspects of job performance where goals have been established.

- IS PERTINENT TO THE JOB BEING PERFORMED -- Good feedback deals with important aspects of job performance, not with minor infractions of little significance.

- IS BASED ON PREVIOUSLY SHARED STANDARDS OF PERFORMANCE -- Good feedback contains an indication of the basis for making a judgment. That basis, whether an absolute standard, a comparison with other workers or departments, or the employee's own past performance, needs to be identified.

- IS CHECKED TO INSURE CLEAR COMMUNICATION -- Good feedback is not a case of Me Talk -- You Listen. In short, good feedback calls for a mutual exchange to be sure the communication is understood.

- IS CLARIFIED TO INSURE CLEAR COMMUNICATION -- Good feedback calls for clarification if the initial communication is not clear. Further examples may be required.

INTERVIEW FEEDBACK BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC VERBAL COMMUNICATIONS BY THE SUPERVISOR RELATED TO THE EMPLOYEE'S PERFORMANCE DURING THE REVIEW PERIOD.

Q. WHAT ARE THE IMPORTANT SUPERVISOR BEHAVIORS?

A. THE SUPERVISOR:

- DESCRIBES EMPLOYEE BEHAVIORS
- IDENTIFIES SPECIFIC CRITICAL INCIDENTS
- INDICATES FREQUENCY OF BEHAVIOR
- ADDRESSES PREVIOUSLY AGREED GOALS
- DEFINES PERTINENCE TO JOB BEING PERFORMED
- STATES PREVIOUSLY SHARED STANDARDS OF PERFORMANCE
- CHECKS TO INSURE CLEAR COMMUNICATION
- CLARIFIES TO INSURE CLEAR COMMUNICATION

16. PERFORMANCE EVALUATION SEQUENCE

- UP TO THIS POINT EMPHASIS HAS BEEN GIVEN TO THAT PORTION OF THE PERFORMANCE EVALUATION REVIEW SESSION WHICH IS CONCERNED WITH THE EMPLOYEE'S PERFORMANCE DURING THE PRIOR REVIEW PERIOD. SLIDE 4.54 PRESENTS A BREIF REVIEW OF THE TOTAL PERFORMANCE EVALUATION SEQUENCE.

PLACE OVERHEAD SLIDE 4.54 ON THE PROJECTOR.

- READ STEPS OUTLINED ON SLIDE.

ASK PARTICIPANTS IF THERE IS A NEED FOR ADDITIONAL CLARIFICATION FOR ANY OF THE POINTS DISCUSSED THUS FAR.

- TO THE EXTENT THAT THESE BEHAVIORAL STATEMENTS ARE ACCURATE, TO THAT EXTENT WILL THE NEXT SEGMENT OF THE PERFORMANCE EVALUATION REVIEW BE DEVOTED TO PLANNING.

- TO THE EXTENT THAT THESE BEHAVIORAL STATEMENTS ARE INACCURATE OR TO THE EXTENT THAT THE EVALUATION SYSTEM IS BIASED, SUBJECTIVE, AND NOT REFLECTIVE OF THE ESSENTIAL CHARACTERISTICS OF THE JOB, TO THAT EXTENT WILL THE NEXT SEGMENT OF THE PERFORMANCE EVALUATION REVIEW BE DEVOTED TO NEGOTIATION.

- THE EXTENT TO WHICH PLANNING AND/OR NEGOTIATION WILL BE A MAJOR PART OF THE PERFORMANCE EVALUATION FEEDBACK SESSION WILL DEPEND ON THE FACTORS ALREADY DESCRIBED.

PERFORMANCE EVALUATION SEQUENCE

DURING THE REVIEW PERIOD, THE SUPERVISOR:

- OBSERVES EMPLOYEE PERFORMANCE
- PROVIDES FEEDBACK ON CONTINUING BASIS
- INDICATES INSTANCES OF PERFORMANCE DISCREPANCIES
- DEFINES STANDARDS OF ACCEPTABLE PERFORMANCE

PRIOR TO THE PERFORMANCE EVALUATION FEEDBACK SESSION, THE SUPERVISOR:

- ADVISES EMPLOYEE THAT SESSION IS PENDING
- REVIEWS NOTES RELATED TO EMPLOYEE PERFORMANCE
- REVIEWS PRIOR EMPLOYEE PERFORMANCE OBJECTIVES
- PREPARES PRELIMINARY EMPLOYEE PERFORMANCE OBJECTIVES FOR THE NEXT REVIEW PERIOD
- PLANS FOR SPECIFIC CORRECTIVE AND/OR DEVELOPMENTAL ACTIONS

DURING THE PERFORMANCE EVALUATION SESSION, THE SUPERVISOR:

- PROVIDES A COMFORTABLE, RELAXED SETTING
- SOLICITS EMPLOYEE COMMENTS REGARDING JOB PERFORMANCE
- DEFINES STRUCTURE AND CONTENT OF SESSION
- STATES ROLE EXPECTATIONS
- LISTENS TO AND ENCOURAGES EMPLOYEE STATEMENTS
- GIVES SPECIFIC FEEDBACK REGARDING PERFORMANCE

17. PLANNING POSSIBILITIES #1

PLACE OVERHEAD SLIDE 4.56 ON THE PROJECTOR.

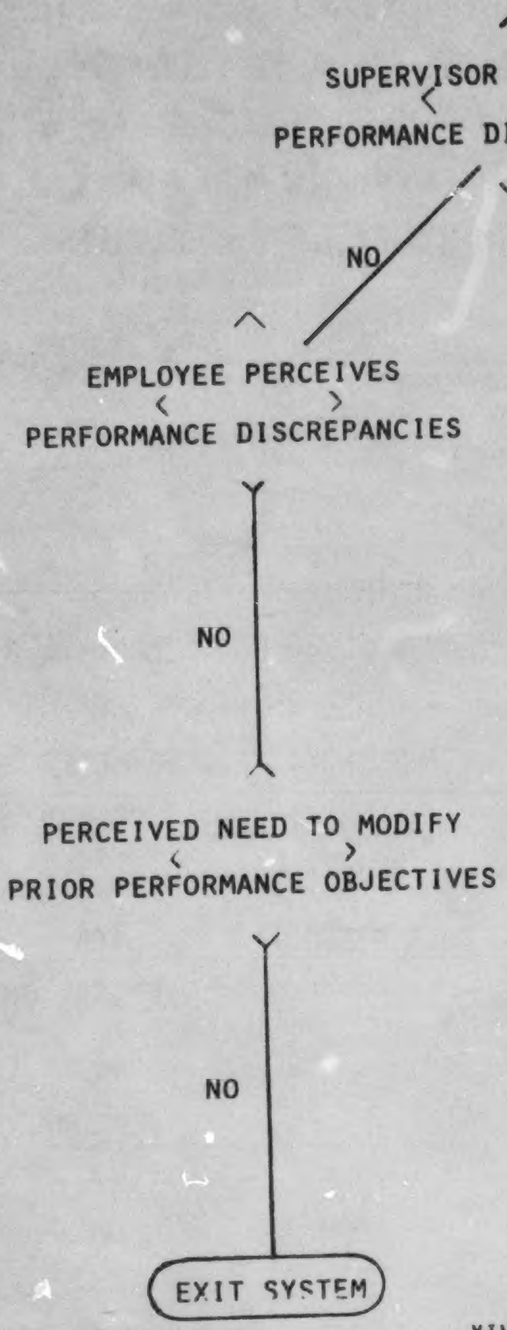
- PLANNING POSSIBILITIES STEM FROM A VARIETY OF DECISIONS. IN THE EXAMPLE ILLUSTRATED ON SLIDE 4.56, THE SUPERVISOR IS SATISFIED WITH THE PERFORMANCE OF THE EMPLOYEE. IN LIKE MANNER, THE EMPLOYEE IS SATISFIED WITH HIS/HER PERFORMANCE. PREVIOUSLY ESTABLISHED OBJECTIVES ARE STILL SEEN AS APPROPRIATE FOR THE NEXT REVIEW PERIOD AS WELL. NEITHER PARTY SEES A NEED TO MODIFY THESE OBJECTIVES.

  ASK PARTICIPANTS TO IDENTIFY THE KIND OF CIRCUMSTANCE WHERE THIS SITUATION MIGHT HOLD TRUE. IF THEY ARE UNABLE TO DO SO, THE FOLLOWING ILLUSTRATION SHOULD BE PROVIDED:

- THIS SITUATION MIGHT OCCUR WHERE THE SIGNIFICANT CHARACTERISTICS OF ACCEPTABLE JOB PERFORMANCE HAVE BEEN WELL DEFINED FOR SOME PERIOD OF TIME, WHERE THE CHARACTER OF THE JOB HAS CHANGED LITTLE AND IS NOT EXPECTED TO CHANGE SIGNIFICANTLY DURING THE NEXT REVIEW PERIOD, AND WHERE THE EMPLOYEE (FOR VALID REASONS SUCH AS PROXIMITY TO RETIREMENT) IS NOT INTERESTED IN ESTABLISHING MORE CHALLENGING OBJECTIVES SUCH AS PREPARATION FOR OTHER JOBS OR FOR PROMOTION.

PLANNING POSSIBILITIES

#1


SUPERVISOR PERCEIVES PERFORMANCE DISCREPANCIES
NO
EMPLOYEE PERCEIVES PERFORMANCE DISCREPANCIES
NO
PERCEIVED NEED TO MODIFY PRIOR PERFORMANCE OBJECTIVES
NO
EXIT SYSTEM

18. PLANNING POSSIBLITIES #2

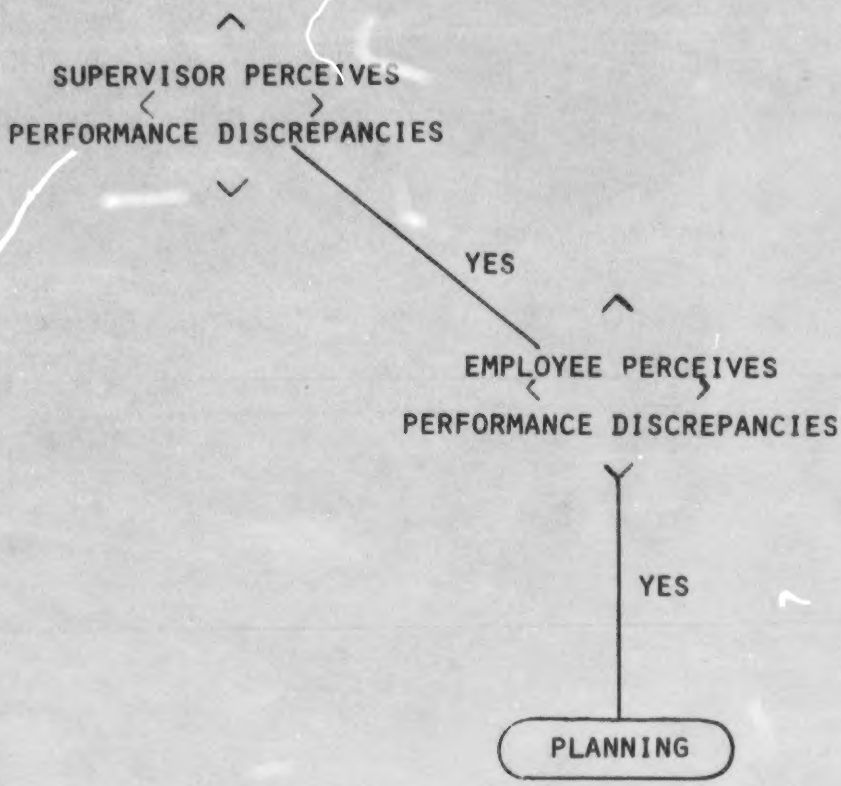
PLACE OVERHEAD SLIDE 4.58 ON THE PROJECTOR.

* IN THIS SITUATION THE SUPERVISOR PERCEIVES A PERFORMANCE DISCREPANCY. THE SUPERVISOR HAS COMMUNICATED THESE CONCERNS DURING THE PERFORMANCE REVIEW PERIOD AND HAS PROVIDED THE EMPLOYEE WITH AN INDICATION OF THE STANDARDS BEING USED TO ASSESS THIS PERFORMANCE. GIVEN THESE BENCHMARKS, THE EMPLOYEE IS WELL AWARE THAT A PERFORMANCE DISCREPANCY EXISTS.

* IN THESE CIRCUMSTANCES, WHEN THE EMPLOYEE AND THE SUPERVISOR MEET, IT IS CLEAR THAT ONE TASK WILL BE TO PLAN TOGETHER TO DEVELOP AN APPROACH TO SOLVING THIS PERFORMANCE PROBLEM.

PLANNING POSSIBILITIES

#2


SUPERVISOR PERCEIVES PERFORMANCE DISCREPANCIES
YES
EMPLOYEE PERCEIVES PERFORMANCE DISCREPANCIES
YES
PLANNING

19. PLANNING -- PROBLEM IDENTIFICATION

- ANY ATTEMPT TO DEVELOP A PLAN FOR IMPROVING EMPLOYEE PERFORMANCE IS NO BETTER THAN THE PROBLEM DEFINITION UPON WHICH THAT PLAN IS BASED.

- THE FIRST TASK IN PLANNING IS TO DEFINE THE PROBLEM.

PLACE OVERHEAD SLIDE 4.62 ON THE PROJECTOR.

- REVIEW MATERIAL PRESENTED ON SLIDE.

WHEREVER NECESSARY THE INSTRUCTOR SHOULD PROVIDE ADDITIONAL ILLUSTRATIONS DRAWN FROM HIS/HER OWN PERSONAL EXPERIENCE. ASK PARTICIPANTS TO ELABORATE ON THESE EXAMPLES OR TO PROVIDE THEIR OWN EXAMPLES.

EXPLANATION OF SLIDE 4.62

° CAN THE JOB ITSELF BE ALTERED IN SOME WAY TO IMPROVE PERFORMANCE -- There are many times when the real performance problem is caused by a poorly designed work-flow. There are also performance problems caused by environmental factors such as poor lighting, cramped work areas, etc.

° DOES THE JOB SITUATION PROVIDE FEEDBACK TO THE EMPLOYEE -- Does the employee know how well or how poorly he/she is doing without having to be told?

° IS SOME ASPECT OF THE JOB DISTASTEFUL -- Is the job dirty or unrewarding? Is the job performed at a time of day which disrupts the employee's personal life? Is the work environment physically uncomfortable?

° IS THE EMPLOYEE THE PROBLEM -- Does the employee have the skills to perform the job? This kind of problem is more likely to occur where some aspect of the job has changed during the review period so that new or unpracticed skills are required to perform the job.

- WILL TRAINING OR RETRAINING IMPROVE PERFORMANCE -- If the performance problem does involve new or unpracticed skills, can training help? Would retraining help? For example, a supervisor may have received some training in conducting performance evaluation reviews during a supervisory training program two years ago but could now use a refresher course.

- WILL ADDITIONAL PRACTICE IMPROVE PERFORMANCE -- The employee who types or files only infrequently may indeed be a poor performer when pressed into emergency service. Police officers spend a modest amount of time on the firing range to maintain a certain level of proficiency -- not because they frequently fire their weapons but because there is always the possibility they may have to fire their weapon.

- IS THE MATCH BETWEEN THE JOB AND THE EMPLOYEE THE PROBLEM -- Is the situation one where an employee with many valuable qualities has been placed in a situation where these positive qualities are not being fully utilized while weaknesses are being accentuated? For example, the best performer is promoted to a supervisory position with no preparation for the promotion. The result is that the organization has gained a supervisor who may be mediocre and has lost a good performer. This is often called the "PETER PRINCIPLE".

- ARE EXTERNAL FACTORS THE PROBLEM -- Domestic problems, separation, divorce, or death of a close friend are known to have a direct relationship to stress. Stress, in turn, can be directly linked to decrements in job performance. Financial difficulties, drug/alcohol abuse, and other factors can also be linked to performance decrements.

WHERE SUCH FACTORS DO EXIST, WHAT ARE THE SUPERVISOR'S RESPONSIBILITIES? HOW FAR SHOULD THE SUPERVISOR GO?

WILL PERSONAL PROBLEMS BE LIKELY TO SURFACE IN THE PERFORMANCE REVIEW IF THE SUPERVISOR DOES MORE TALKING THAN LISTENING?

PLANNING QUESTIONS

IS THE JOB THE PROBLEM?

- CAN THE JOB ITSELF BE ALTERED IN SOME WAY TO IMPROVE PERFORMANCE?
- DOES THE JOB SITUATION PROVIDE FEEDBACK TO THE EMPLOYEE?
- IS SOME ASPECT OF THE JOB DISTASTEFUL?

IS THE EMPLOYEE THE PROBLEM?

- DOES THE EMPLOYEE HAVE THE SKILLS TO DO THE JOB?
- WILL TRAINING OR RETRAINING IMPROVE PERFORMANCE?
- WILL ADDITIONAL PRACTICE IMPROVE PERFORMANCE?

IS THE MATCH BETWEEN JOB AND EMPLOYEE THE PROBLEM?

- WOULD TRANSFER OF THE EMPLOYEE RESOLVE THE PROBLEM?

ARE "EXTERNAL" FACTORS THE PROBLEM?

- ARE THESE FACTORS TERMPORARY OR LASTING?
- CAN THE EMPLOYEE ALTER THE IMPACT OF THESE FACTORS?

20. PLANNING PREREQUISITES

- IF THE PLANNING PORTION OF A PERFORMANCE EVALUATION REVIEW SESSION IS TO BE SUCCESSFUL, A NUMBER OF PREREQUISITES MUST BE MET. SOME OF THESE PREREQUISITES HAVE ALREADY BEEN DISCUSSED (E.G., SLIDE 4.54) IN TERMS OF WHAT MUST BE DONE DURING THE REVIEW PERIOD, IMMEDIATELY PRIOR TO THE PERFORMANCE EVALUATION REVIEW SESSION ITSELF, AND DURING THE INITIAL STAGES OF THE INTERVIEW SESSION. TO THESE PREREQUISITES MUST BE ADDED SOME ADDITION CONSIDERATIONS.

PLACE OVERHEAD SLIDE 4.65 ON THE PROJECTOR.

- REVIEW THE MATERIAL PRESENTED ON THE SLIDE.

EXPLANATION OF SLIDE 4.65

- A PROBLEM DOES EXIST -- Both supervisor and employee must agree that a a problem does exist. By providing feedback on a continuing and timely basis throughout the performance review period, the supervisor lays the groundwork for indicating that there is, in fact, a problem.
- THE SOURCE OF THE PROBLEM HAS BEEN DEFINED -- Both supervisor and employee must agree that the source of the problem has been defined. Joint planning assumes common efforts toward a commonly defined goal to resolve a commonly defined problem. For example, the supervisor who believes that the match between the job and the employee is the source of the problem is likely to find little agreement with the employee who believes that the problem is in the job itself.
- In those situations where there is disagreement between the supervisor

and the employee concerning the presence of a problem, the cause of the problem, or the solution to the problem, then negotiation must occur. We will address negotiation in a later section.

PLANNING PREREQUISITES

BOTH SUPERVISOR AND EMPLOYEE MUST AGREE THAT:

(1) A PROBLEM DOES EXIST

(2) THE SOURCE OF THE PROBLEM HAS BEEN DEFINED

21. PLANNING SEQUENCE

- PLANNING REQUIRES A SERIES OF SPECIFIC STEPS.

PLACE OVERHEAD SLIDE 4.68 ON THE PROJECTOR.

- REVIEW THE MATERIAL PRESENTED ON THE SLIDE.

EXPLANATION OF SLIDE 4.68

- IDENTIFY THE PROBLEM -- The who, what, when, where, special circumstances, etc. must all be spelled out in enough detail to tackle the problem.

- DEVELOP POTENTIAL SOLUTIONS -- This may be part of the supervisor's "homework" prior to the feedback session. If training or retraining is required, how is that training to be given? Do community colleges, state or local training agencies, etc. offer the required training? Can you, the supervisor, provide the training? These options and others should be considered. Whenever possible the employee should be encouraged to develop potential solutions.

- SELECT "BEST POSSIBLE" SOLUTION -- Each of the potential solutions should be evaluated. Criteria to be used for evaluating the potential solutions should be determined by both the supervisor and the employee with the goal of identifying that solution, or those solutions, which will best solve the problem.

- DEVELOP IMPLEMENTATION PLANS -- This is the essence of the planning portion. Simply stated this involves a series of questions. Who will do what, and when will it be done? What are the supervisor's responsibilities? What are the employee's responsibilities? This implementation plan should be formalized into a performance objective, or into a series of performance objectives.

- IDENTIFY PERFORMANCE OBJECTIVE -- Each tentative solution should be stated in terms of a SPAMO (specific, pertinent, attainable, measurable, and observable) performance objective. In essence, the supervisor and employee are developing a performance contract with each party accepting specific responsibilities.
- INITIATE PLAN -- Initiating the plan calls for each party to begin doing what they have agreed to do.
- EVALUATE PLAN -- Evaluation of the plan requires both parties to (a) assure that each other is performing their portion of the solution and (b) periodically review the plan to ascertain if it is, in fact, leading to a solution of the problem

PLANNING SEQUENCE STEPS

(1) IDENTIFY THE PROBLEM

(2) DEVELOP POTENTIAL SOLUTIONS

(3) SELECT "BEST POSSIBLE" SOLUTION

(4) DEVELOP IMPLEMENTATION PLANS

(5) IDENTIFY PERFORMANCE OBJECTIVE

(6) INITIATE PLAN

(7) EVALUATE PLAN

22. PLANNING POSSIBILITIES #3

- UP TO THIS POINT, TWO TYPES OF PLANNING SITUATIONS HAVE BEEN REVIEWED. THE FIRST PLANNING SITUATION REQUIRED ONLY MINIMAL PLANNING SINCE PERFORMANCE OBJECTIVES WERE BEING MET IN THE JUDGMENT OF BOTH THE EMPLOYEE AND THE SUPERVISOR. ALSO, THERE APPEARED TO BE LITTLE NEED TO MODIFY THESE OBJECTIVES DURING THE NEXT REVIEW PERIOD.

- IN THE SECOND PLANNING SITUATION, A PERFORMANCE DEFICIENCY EXISTED. BOTH THE SUPERVISOR AND THE EMPLOYEE ACKNOWLEDGED THAT THERE WAS A PERFORMANCE DEFICIT. HERE PLANNING CENTERED AROUND THOSE ACTIONS WHICH WERE NEEDED TO IMPROVE PERFORMANCE.

- THERE IS A THIRD TYPE OF PLANNING SITUATION.

PLACE OVERHEAD SLIDE 4.71 ON THE PROJECTOR.

- IN THIS PLANNING SITUATION BOTH THE EMPLOYEE AND THE SUPERVISOR AGREE THAT THE EMPLOYEE'S PERFORMANCE DURING THE PRIOR REVIEW PERIOD MET OR EXCEEDED ESTABLISHED STANDARDS. BOTH AGREE ON THE NEED TO ESTABLISH NEW PERFORMANCE OBJECTIVES.

ASK PARTICIPANTS TO SUGGEST THE TYPES OF SITUATIONS WHERE THIS PLANNING POSSIBILITY MIGHT OCCUR. IF THEY ARE UNABLE TO SUGGEST ANY SITUATIONS, THE FOLLOWING ILLUSTRATIONS CAN SERVE AS EXAMPLES.

22. PLANNING POSSIBILITIES #3 -- CONTINUED

EXAMPLE #1
THIS SITUATION OFTEN OCCURS WITH RELATIVELY NEW EMPLOYEES OR EMPLOYEES WHO ARE "NEW" TO A PARTICULAR JOB. STANDARDS FOR THE INITIAL JOB PERIOD MAY BE EASIER FOR THE TRAINEE THAN FOR THE MORE EXPERIENCED. AS THE EMPLOYEE GAINS EXPERIENCE, HIGHER STANDARDS OF PERFORMANCE MAY BE APPROPRIATE.

EXAMPLE #2
THIS KIND OF PLANNING IS ALSO REQUIRED WHEN THE JOB ITSELF WILL BE CHANGED DURING THE NEXT PERFORMANCE REVIEW PERIOD. PERFORMANCE OBJECTIVES MUST BE CHANGED TO ACCOMMODATE MODIFICATIONS IN THE JOB ITSELF.

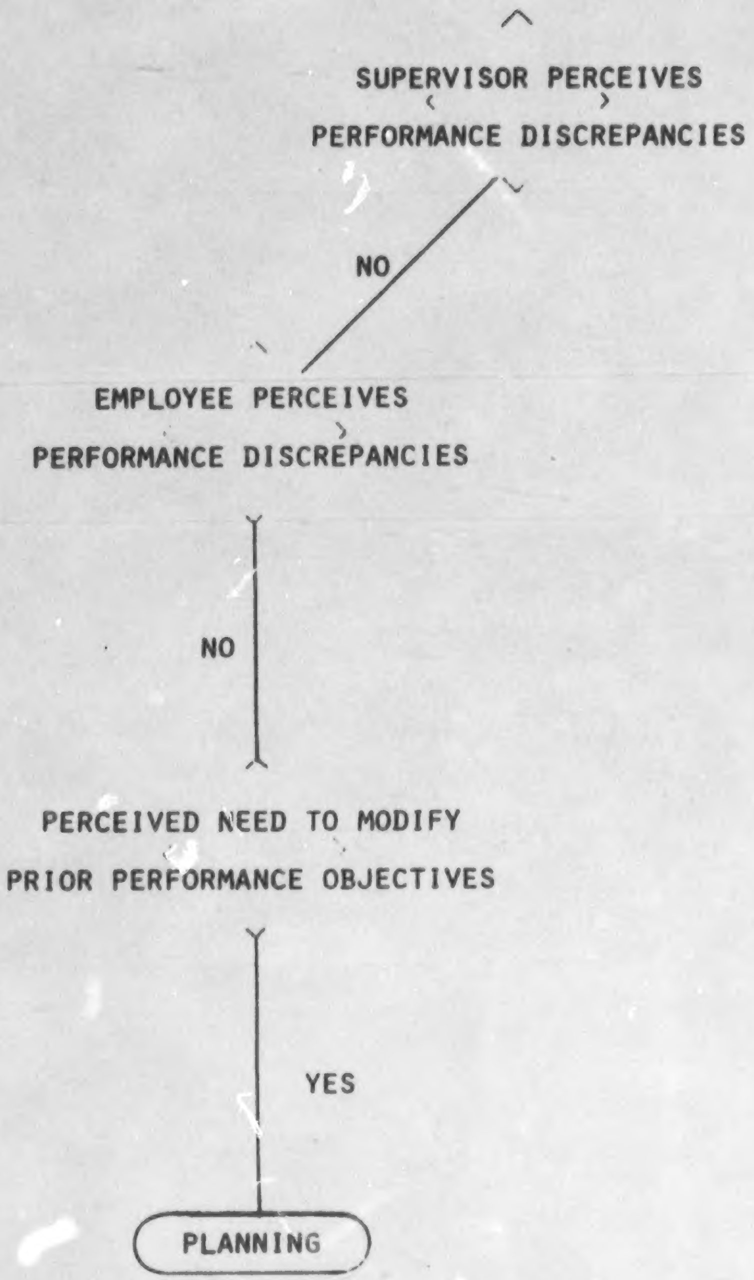
EXAMPLE #3
THIS THIRD EXAMPLE IS A VERY IMPORTANT ONE. HERE PAST PERFORMANCE HAS BEEN AT OR ABOVE STANDARD. THE EMPLOYEE NOW IS SEEKING ADDITIONAL RESPONSIBILITY AS A BASIS FOR TRANSFER OR PROMOTION. IN THIS EXAMPLE THE PRIME CONSIDERATION IS EMPLOYEE DEVELOPMENT. THERE IS NO PERFORMANCE DISCREPANCY BUT THERE IS A NEED FOR ADDITIONAL SKILLS TO BE MASTERED TO MEET THE EMPLOYEE'S PERSONAL GOALS.

* REGARDLESS OF THE PURPOSE FOR PLANNING,THE PLANNING SEQUENCE STEPS REMAIN THE SAME.

IF NECESSARY REVIEW THE PLANNING SEQUENCE AGAIN IN THE CONTEXT OF PLANNING FOR EMPLOYEE DEVELOPMENT. ASK PARTICIPANTS IF THEY CAN APPLY THE SEQUENCE TO DIFFERENT SITUATIONS.

PLANNING POSSIBILITIES

#3


SUPERVISOR PERCEIVES
PERFORMANCE DISCREPANCIES
NO
EMPLOYEE PERCEIVES
PERFORMANCE DISCREPANCIES
NO
PERCEIVED NEED TO MODIFY
PRIOR PERFORMANCE OBJECTIVES
YES
PLANNING

23. NEGOTIATION: WHEN AND WHY

- TO THIS POINT WE HAVE FOCUSED ON THOSE ASPECTS OF THE PERFORMANCE EVALUATION FEEDBACK SESSION WHICH INVOLVE PLANNING. WE HAVE ASSUMED THAT COMMUNICATION BETWEEN SUPERVISOR AND EMPLOYEE HAS AT LEAST BEEN ADEQUATE THROUGHOUT BOTH THE REVIEW PERIOD AND THE FEEDBACK SESSION. THAT ASSUMPTION IS NOT ALWAYS VALID.
- WHERE COMMUNICATION HAS BROKEN DOWN, THE FEEDBACK SESSION IS, AT BEST, ONE WHERE NEGOTIATION MUST OCCUR. AT WORST IT IS A TIME FOR UGLY CONFRONTATION.
- SOME OF THE CAUSES FOR THIS COMMUNICATION BREAKDOWN ARE PRESENTED IN SLIDE 4.74.

PLACE OVERHEAD SLIDE 4.74 ON THE PROJECTOR.

- REVIEW THE CONTENTS OF SLIDE 4.74
- NOTE THAT THIS SLIDE IS THE MIRROR IMAGE OF SLIDE 4.54. EMPHASIS SHOULD BE PLACED ON THE FACT THAT THE SUPERVISOR HAS FAILED TO DO MANY THINGS THROUGHOUT THE REVIEW PERIOD AND NOW FACES THE CONSEQUENCES OF THAT FAILURE. THE SUPERVISOR HAS NOT AVOIDED A PROBLEM, ONLY POSTPONED IT.
- WHAT CREATES THE NEED FOR NEGOTIATION MORE THAN ANY OTHER SINGLE THING IS THE FAILURE TO ESTABLISH MEANINGFUL PERFORMANCE STANDARDS AND THE FAILURE TO PROVIDE CONTINUING FEEDBACK TO THE EMPLOYEE ON HIS/HER

23. NEGOTIATION: WHEN AND WHY -- CONTINUED

PERFORMANCE RELATIVE TO THOSE STANDARDS.

- AS WITH PLANNING SITUATION, THE NEGOTIATION SITUATION CAN BE SEEN IN DIAGRAM FORM.

PLACE OVERHEAD SLIDE 4.75 ON THE PROJECTOR.

- REVIEW THE CONTENTS OF SLIDE 4.75.

- IN THIS SITUATION THE SUPERVISOR HAS PERCEIVED A PERFORMANCE DISCREPANCY BUT HAS FAILED TO COMMUNICATE THAT OBSERVATION TO THE EMPLOYEE. FOR THAT VERY REASON THE EMPLOYEE PERCEIVES NO PERFORMANCE DISCREPANCY AND COMES TO THE FEEDBACK SESSION UNPREPARED FOR WHAT HE OR SHE IS ABOUT TO HEAR.

- NOT ALL COMMUNICATION PROBLEMS CAN BE LAID AT THE DOOR OF THE SUPERVISOR. FOR EXAMPLE, AN EMPLOYEE WHOSE PAST PERFORMANCE HAS BEEN ONLY MODEST MAY ASPIRE TO MORE RESPONSIBLE POSITIONS. HOWEVER, HE/SHE HAS NOT COMMUNICATED THAT ASPIRATION TO THE SUPERVISOR AND IS, THEREFORE, LIKELY TO BE SURPRISED WHEN THE PERFORMANCE EVALUATION FEEDBACK SESSION BEGINS.

ASK PARTICIPANTS TO IDENTIFY ADDITIONAL EXAMPLES WHERE A FAILURE OF COMMUNICATION HAS CREATED DIFFICULTIES. THESE MAY BE SUMMARIZED ON A BLACKBOARD OR EASEL.

WHY NEGOTIATION?

DURING THE REVIEW PERIOD THE SUPERVISOR FAILS TO:

- OBSERVE EMPLOYEE PERFORMANCE
- PROVIDE FEEDBACK ON A CONTINUING BASIS
- INDICATE INSTANCES OF PERFORMANCE DISCREPANCIES
- DEFINE STANDARDS OF ACCEPTABLE PERFORMANCE

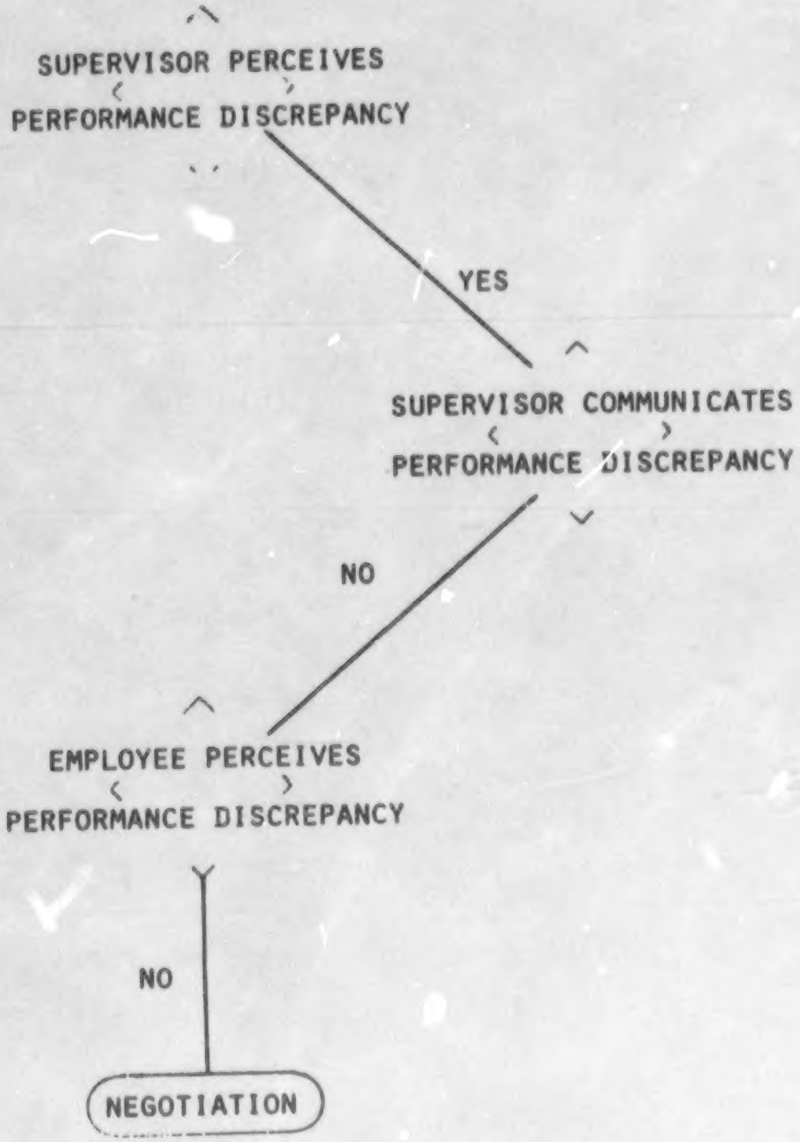
PRIOR TO THE PERFORMANCE EVALUATION FEEDBACK SESSION THE SUPERVISOR FAILS TO:

- ADVISE THE EMPLOYEE THAT THE SESSION IS PENDING
- REVIEW NOTES RELATED TO EMPLOYEE PERFORMANCE
- REVIEW PRIOR EMPLOYEE PERFORMANCE OBJECTIVES
- PREPARE PRELIMINARY PERFORMANCE OBJECTIVES FOR THE NEXT REVIEW PERIOD
- PLAN FOR SPECIFIC CORRECTIVE AND/OR DEVELOPMENTAL ACTIONS

DURING THE PERFORMANCE EVALUATION FEEDBACK SESSION THE SUPERVISOR FAILS TO:

- SOLICIT EMPLOYEE COMMENTS REGARDING JOB PERFORMANCE
- DEFINE STRUCTURE AND CONTENT OF SESSION
- STATE ROLE EXPECTATIONS
- LISTEN TO AND ENCOURAGE EMPLOYEE STATEMENTS
- GIVE SPECIFIC FEEDBACK REGARDING PERFORMANCE

NEGOTIATION


SUPERVISOR PERCEIVES PERFORMANCE DISCREPANCY
YES
SUPERVISOR COMMUNICATES PERFORMANCE DISCREPANCY
NO
EMPLOYEE PERCEIVES PERFORMANCE DISCREPANCY
NO
NEGOTIATION

24. NEGOTIATING

- EVEN THE BEST SUPERVISORS CAN FIND THEMSELVES IN A POSITION OF HAVING TO NEGOTIATE. THE FREQUENCY WITH WHICH YOU FIND YOURSELF IN THIS POSITION IS ONE MEASURE OF HOW SUCCESSFUL, OR UNSUCCESSFUL, YOUR COMMUNICATIONS ARE.

- THE PRIMARY GOAL OF NEGOTIATION IS TO DEFUSE THE SITUATION. THAT IS, TO MOVE THE SITUATION FROM A POTENTIALLY UNPRODUCTIVE CONFRONTATION TO A SITUATION WHERE PLANNING CAN BEGIN.

- THERE ARE SOME SPECIFIC STEPS WHICH CAN BE TAKEN TO CHANGE CONFRONTATION TO NEGOTIATION AND NEGOTIATION TO PLANNING.

PLACE OVERHEAD SLIDE 4.80 ON THE PROJECTOR.

- REVIEW CONTENTS OF SLIDE.

AFTER REVIEWING THE SLIDE, ASK PARTICIPANTS HOW THEY FEEL ABOUT THIS ADVICE. IS THE PROSPECT OF ACKNOWLEDGING THEIR CONTRIBUTION TO THE PROBLEM A COMFORTABLE ONE? IS IT BETTER TO DENY HAVING CONTRIBUTED TO THE PROBLEM?

ASK PARTICIPANTS TO RELATE THESE SUGGESTIONS TO "BACK-HOME" SITUATIONS. ENCOURAGE DISCUSSION OF OPTIONS OTHER THAN THOSE SUGGESTED ABOVE AS WELL AS CONSIDERING THE CONSEQUENCES OF SUGGESTED OPTIONS. WHAT IS THE MERIT OF AN APPROACH WHICH STATES, " I DON'T GIVE A DAMN WHETHER I TOLD YOU ABOUT THE PROBLEM! IF YOU WANT TO CONTINUE WORKING HERE,

24. NEGOTIATING -- CONTINUED

SHAPE UP!"

ACKNOWLEDGE THAT THERE ARE OCCASIONS WHEN DIFFERENCES BETWEEN A SUPERVISOR AND EMPLOYEE CANNOT BE RESOLVED DURING THE PERFORMANCE FEEDBACK SESSION. ASK PARTICIPANTS IF THEY HAVE EVER SEEN THIS OCCUR? HOW WAS THE IMPASSE RESOLVED? IF IT WAS NOT RESOLVED, HOW MIGHT IT HAVE BEEN RESOLVED?

ACKNOWLEDGE THAT MOST ORGANIZATIONS HAVE SOME TYPE OF GRIEVANCE PROCEDURE WHICH MAY HAVE TO BE USED TO RESOLVE PROBLEMS. IF THE SUPERVISOR AND THE EMPLOYEE CANNOT RESOLVE THE SPECIFIC ISSUE, THEY MAY, AT LEAST, BE ABLE TO REACH AGREEMENT REGARDING THE PROCEDURES TO BE USED TO RESOLVE THE PROBLEM. THESE PROCEDURES MAY INCLUDE AN IMPARTIAL REVIEW BY ANOTHER SUPERVISOR OR EVEN A NEUTRAL GROUP. WHATEVER THE CASE, THE ISSUE MUST BE RESOLVED IF ONLY IN TERMS OF THE STEPS TO BE TAKEN TO SECURE RESOLUTION.

EXPLANATION OF SLIDE 4.80

° INDICATE THERE IS A PROBLEM -- Regardless of what may or may not have happened during the performance review period, the feedback session provides a basis for communicating management's impressions of, and expectations for, a specific employee in a specific job. Avoiding a problem statement during the feedback session is one of the surest ways of guaranteeing that the problem will continue.

24. NEGOTIATING -- CONTINUED

- IDENTIFY YOUR CONTRIBUTION TO THE PROBLEM FIRST -- If you have failed to provide continuing feedback to the employee regarding a performance discrepancy, acknowledge the fact. State the reasons why this has occurred. Above all, act as a model in accepting responsibility for job performance, in this case your own, which is less than optimum.

- DEFINE THE PROBLEM -- What is the performance discrepancy? What behaviors does the employee need to modify?

- STATE BASIS FOR INDICATING THERE IS A PROBLEM -- What has led you to believing there is a need for changed performance? What documentation is there to support your contention?

- RE-STATE YOUR CONTRIBUTION TO THE PROBLEM -- Why has this problem not benn brought to the employee's attention during the review period under consideration?

- SOLICIT EMPLOYEE FEEDBACK -- Acknowledge that this may be new information for the employee. Allow the employee some time to digest it. Ask for feeling statements, e.g., how do you feel about what I just said. Above all, listen! Is there new information regarding the employee's performance with which you were unfamiliar? Were the full facts about the performance discrepancy available to you? What is the employee's side of the story?

- IDENTIFY THE DESIRE FOR A MUTUALLY ACCEPTABLE SOLUTION -- If the supervisor is a part of the problem, then changed supervisor behavior may be a part of the solution. Perhaps both supervisor and employee will be required to change their behavior. What are the changes required?

24. NEGOTIATING -- CONTINUED

- CONSISTENTLY MOVE TOWARD A PLANNING SEQUENCE -- As much as possible, avoid confrontation and avoid defensiveness. Listen more than you talk. If the problem is real, it must be resolved, and that still requires planning.

- BE SURE TO STRESS THAT REFLECTION OF EMPLOYEE FEELINGS IS ESSENTIAL HERE. THE EMPLOYEE MUST BE MADE TO FEEL THAT HIS/HER POSITION IS UNDERSTOOD BY THE SUPERVISOR.

NEGOTIATING

- INDICATE THERE IS A PROBLEM
- IDENTIFY YOUR CONTRIBUTION TO THE PROBLEM FIRST
- DEFINE THE PROBLEM
- STATE BASIS FOR INDICATING THERE IS A PROBLEM
- RE-STATE YOUR CONTRIBUTION TO THE PROBLEM
- SOLICIT EMPLOYEE FEEDBACK
- IDENTIFY THE DESIRE FOR A MUTUALLY ACCEPTABLE SOLUTION
- CONSISTENTLY MOVE TOWARD A PLANNING SEQUENCE

25. INTERVIEW CLOSING

- THIS IS THE FINAL PORTION OF THE PERFORMANCE EVALUATION FEEDBACK REVIEW SESSION.

- DURING THE INTERVIEW CLOSING THE SUPERVISOR SHOULD ATTEMPT TO ASSURE THAT COMMUNICATION WITH UNDERSTANDING HAS OCCURRED.

- THE INTERVIEW CLOSING IS, IN ESSENCE, AT ATTEMPT TO SUMMARIZE WHAT HAS BEEN SAID DURING THE COURSE OF THE FEEDBACK SESSION. IN SHORT, IT IS A RESTATEMENT OF THE IMPORTANT CONTENT OF THE SESSION.

ASK PARTICIPANTS TO IDENTIFY THE PERSON WHO SHOULD PROVIDE THIS SUMMARY -- THE SUPERVISOR OR THE EMPLOYEE? WHAT ARE THE ADVANTAGES OF HAVING THE SUPERVISOR CONDUCT THE SUMMARY? WHAT ARE THE ADVANTAGES OF HAVING THE EMPLOYEE CONDUCT THE SUMMARY?

ASK PARTICIPANTS TO LIST THE KEY POINTS TO BE INCLUDED IN THIS SUMMARY.

PLACE OVERHEAD SLIDE 4.82/3 ON THE PROJECTOR.

- READ THE CONTENTS OF THE SLIDE.

EMPHASIZE THE FACT THAT IT IS THE EMPLOYEE WHO MUST LEAVE THE SESSION WITH THESE UNDERSTANDINGS. GIVEN THIS CONSIDERATION, WHAT SHOULD THE EMPLOYEE'S ROLE BE DURING THE INTERVIEW CLOSING? WHAT SHOULD THE SUPERVISOR'S ROLE BE?

INTERVIEW CLOSING

AT THE CONCLUSION OF A PERFORMANCE EVALUATION FEEDBACK SESSION, THE EMPLOYEE SHOULD HAVE THE FOLLOWING INFORMATION:

1. PAST PERFORMANCE
   - WHAT OBJECTIVES (EMPLOYEE BEHAVIORS) WERE SEEN AS MOST IMPORTANT?
   - HOW WELL DID THE EMPLOYEE PERFORM IN MEETING THESE OBJECTIVES?
   - WHAT STANDARDS WERE USED TO EVALUATE THE EMPLOYEE'S PERFORMANCE?
2. FUTURE PERFORMANCE
   - WHAT OBJECTIVES (EMPLOYEE BEHAVIORS) WILL BE SEEN AS MOST IMPORTANT?
   - WHAT STANDARDS WILL BE USED TO EVALUATE THE EMPLOYEE'S PERFORMANCE?
3. AREAS OF AGREEMENT
   - IF PERFORMANCE HAS BEEN ACCEPTABLE, WHAT WILL BE DONE TO MAINTAIN THAT LEVEL OF PERFORMANCE?
   - IF PERFORMANCE HAS NOT BEEN ACCEPTABLE, WHAT WILL BE DONE TO IMPROVE PERFORMANCE? WHO WILL DO IT? WHEN?

(CONTINUED ON FOLLOWING SLIDE)

3. AREAS OF AGREEMENT (CONTINUED)

- IF PERFORMANCE HAS BEEN ACCEPTABLE AND FURTHER EMPLOYEE DEVELOPMENT IS AN OBJECTIVE, WHAT WILL BE DONE TO ENSURE THIS DEVELOPMENT? WHO WILL DO IT? WHEN?

4. AREAS OF DISAGREEMENT

- HOW WILL THESE BE RESOLVED?

26. ROLE PLAYING EXERCISE

- DIVIDE THE PARTICIPANTS INTO GROUPS OF THREE. ONE PERSON WILL BEGIN AS A SUPERVISOR CONDUCTING A PERFORMANCE EVALUATION FEEDBACK SESSION. THE SECOND PERSON WILL ROLE PLAY AN EMPLOYEE. THE THIRD PERSON WILL BE AN OBSERVER. THE OBSERVER WILL HAVE AN OBSERVATION GUIDE ON WHICH TO RECORD HIS/HER OBSERVATIONS.

- TELL PARTICIPANTS THAT THEY WILL HAVE FIVE MINUTES TO PREPARE FOR THE EXERCISE, TWENTY MINUTES (LESS IF THEY NEED LESS) FOR THE INTERVIEW ITSELF, AND FIVE MINUTES FOR THE FEEDBACK.

- TO AVOID UNNECESSARY DISCUSSION IT MAY BE USEFUL TO HAVE THE PARTICIPANTS COUNT OFF FROM ONE TO THREE. ALL ONE'S WILL BE SUPERVISORS, ALL TWO'S WILL BE EMPLOYEES, AND ALL THREE'S WILL BE OBSERVERS.

- OBSERVERS WILL RECEIVE ALL THE MATERIALS FOR THE GROUP AND WILL DISPENSE THEM ACCORDING TO THE INSTRUCTIONS PROVIDED.

- EACH ROLE PLAYING KIT SHOULD INCLUDE THE MATERIAL LISTED BELOW. THE KIT SHOULD BE ASSEMBLED IN THE FOLLOWING ORDER:

  1. OBSERVER INSTRUCTIONS
  2. EMPLOYEE ROLE-PLAYING INSTRUCTIONS
  3. SUPERVISOR ROLE-PLAYING INSTRUCTIONS
  4. THREE ENVELOPES MARKED "1", "2", AND "3" CONTAINING THE EMPLOYEE AND SUPERVISOR STATEMENTS FOR EACH ROLE-PLAYING CYCLE.

26. ROLE PLAYING EXERCISE -- CONTINUED

- THE INTERVIEW CHECKLIST GUIDE IS INCLUDED IN THE PARTICIPANT'S MANUAL AND IN THE APPENDIX TO MODULE FOUR.
- STRESS THAT THE ROLE OF OBSERVER IS CRUCIAL TO THIS EXERCISE. THE OBSERVER SHOULD NOT BE DRAWN INTO THE SUPERVISOR/EMPLOYEE REVIEW SESSION. THE OBSERVER SHOULD NOT VOLUNTEER COMMENTS DURING THE REVIEW SESSION ITSELF. THE OBSERVER'S ROLE IS THAT OF THE PASSIVE OBSERVER.
- ENCOURAGE PARTICIPANTS TO ARRANGE THE FURNITURE IN ANY WAY THEY WISH.
- AFTER THE OBSERVER, SUPERVISOR, AND EMPLOYEE HAVE READ THEIR INSTRUCTION SHEETS, PROVIDE ADDITIONAL CLARIFICATION IF NECESSARY.
- DURING THE EXERCISE THE TASK OF THE INSTRUCTOR IS TO RESOLVE ANY QUESTIONS WHICH OCCUR AS THE PARTICIPANTS ADDRESS THE VARIOUS TASKS AND TO ASSURE ORDERLY PROGRESS TOWARD THE GOALS OF THE EXERCISE. WHERE NECESSARY, REMIND TRIO'S OF THE TIME GUIDELINES.
- THE ROLE-PLAYING MATERIAL IS INCLUDED IN THE APPENDIX TO MODULE FOUR.
- AFTER ALL PARTICIPANTS HAVE COMPLETED THE EXERCISE, SOLICIT THEIR REACTIONS TO THE EXERCISE. THE INSTRUCTOR SHOULD INCLUDE HIS/HER OWN OBSERVATIONS AT THIS POINT.

27. POST-TEST

- REFER PARTICIPANTS TO THE POST-TEST IN THEIR MANUALS.

ALLOW PARTICIPANTS 15 MINUTES TO COMPLETE THE POST-TEST.

AFTER THE POST-TEST HAS BEEN COMPLETED, HAVE PARTICIPANTS SCORE BOTH THE PRE-TEST AND THE POST-TEST USING THE ANSWER SHEET INCLUDED IN THEIR MANUAL.

IF YOU ARE USING THE PRE-TEST AND THE POST-TEST TO EVALUATE LEARNING, ASK PARTICIPANTS TO RECORD THEIR FOUR-DIGIT NUMBER IN THE UPPER RIGHT HAND CORNER OF THE POST-TEST. COLLECT THE POST-TESTS AT THIS TIME. IF YOU WILL BE RESPONSIBLE FOR SCORING THE POST-TEST, YOU SHOULD REMOVE THE ANSWER SHEETS FROM THE PARTICIPANT'S MANUALS.

28. THIS CONCLUDES MODULE FOUR

IF ANOTHER MODULE DIRECTLY FOLLOWS MODULE FOUR, PROCEED TO THAT MODULE.

IF MODULE FOUR CONCLUDES THE WORKSHOP, YOU MAY USE THIS TIME FOR COMPLETING ANY NECESSARY FORMS AND FOR OBTAINING FEEDBACK FROM THE PARTICIPANTS.

IF YOU HAVE A STANDARD COURSE FEEDBACK FORM, DISREGARD SLIDE 4.88. IF YOU DO NOT HAVE A FEEDBACK FORM, CONSIDER THE QUESTIONS ON SLIDE 4.88. THESE ARE GIVEN ONLY AS SUGGESTIONS. YOU ARE ENCOURAGED TO DEVELOP FEEDBACK QUESTIONS FOR YOURSELF.

PLACE OVERHEAD SLIDE 4.88 ON THE PROJECTOR.

WORKSHOP FEEDBACK

1. WHAT DID YOU LIKE BEST ABOUT THE WORKSHOP ?

2. WHAT DID YOU LIKE LEAST ABOUT THE WORKSHOP ?

3. TO WHAT EXTENT DO YOU THINK YOU WILL BE ABLE TO USE THE INFORMATION PRESENTED IN THIS WORKSHOP ?

4. DO YOU HAVE ANY OTHER COMMENTS ?

APPENDIX A. ROLE PLAY INSTRUCTIONS, EMPLOYEE ROLES, SUPERVISOR ROLES, INTERVIEW CHECKLIST

OBSERVER INSTRUCTIONS

1. YOU WILL HAVE A NUMBER OF TASKS TO PERFORM DURING THE ROLE PLAY.
2. GIVE THE PERSON WHO IS TO ROLE PLAY THE EMPLOYEE THE *EMPLOYEE ROLE PLAY INSTRUCTIONS* SHEET.
3. GIVE THE PERSON WHO IS TO ROLE PLAY THE SUPERVISOR THE *SUPERVISOR ROLE PLAY INSTRUCTIONS* SHEET.
4. AFTER THE EMPLOYEE AND THE SUPERVISOR HAVE READ THE ROLE PLAY INSTRUCTIONS, GIVE THE PERSON WHO IS TO ROLE PLAY THE EMPLOYEE THE EMPLOYEE STATEMENT PROBLEM #1. AT THE SAME TIME, GIVE THE PERSON WHO IS TO ROLE PLAY THE SUPERVISOR THE SUPERVISOR STATEMENT PROBLEM #1. BOTH STATEMENTS ARE CONTAINED IN THE ENVELOPE MARKED "1" IN THE UPPER LEFT-HAND CORNER, THE REMAINING ENVELOPES, MARKED "2" AND "3", ARE TO BE USED FOR ROUNDS TWO AND THREE OF THE ROLE PLAY CYCLE.
5. ALLOW THE SUPERVISOR AND THE EMPLOYEE A MAXIMUM OF FIVE MINUTES TO REVIEW THEIR RESPECTIVE ROLE PLAY INSTRUCTIONS. *NOTE: THE TWO PERSONS SHOULD NOT DISCUSS THE CONTENTS OF THEIR PROBLEM STATEMENTS.*
6. WHEN BOTH THE SUPERVISOR AND THE EMPLOYEE INDICATE THEY ARE READY, TELL THEM THAT THEY WILL HAVE NO MORE THAN TWENTY MINUTES TO CONDUCT THE INTERVIEW.
7. DURING THE ACTUAL INTERVIEW THE OBSERVER WILL COMPLETE THE INTERVIEW CHECKLIST. NOTE THAT THE CHECKLIST IS BASED ON THE SAME SEQUENCE OF EVENTS DISCUSSED IN MODULE FOUR. ALSO NOTE THAT THE CHECKLIST IS BASED ON SPECIFIC SUPERVISOR BEHAVIORS. WHILE THE SUPERVISOR AND EMPLOYEE ARE PREPARING FOR THE INTERVIEW, THE OBSERVER SHOULD REVIEW THE CONTENTS OF THE INTERVIEW CHECKLIST.
8. AFTER TWENTY MINUTES, ASK THE SUPERVISOR AND THE EMPLOYEE TO STOP THE INTERVIEW. THE OBSERVER SHOULD PROVIDE FEEDBACK TO THE SUPERVISOR BASED ON THE INTERVIEW CHECKLIST. INVITE BOTH THE SUPERVISOR AND THE EMPLOYEE TO COMMENT ON THE ACCURACY OF YOUR RATINGS.

   NOTE: YOU ARE TO BE AN OBJECTIVE OBSERVER. DO NOT BECOME DRAWN INTO THE INTERVIEW AT ANY TIME. IF AT ALL POSSIBLE SIT IN A MANNER WHICH ALLOWS YOU TO OBSERVE THE INTERVIEW WHILE AT THE SAME TIME REMAINING UNOBTRUSIVE.

EMPLOYEE ROLE-PLAY INSTRUCTIONS

1. THE PERSON WHO IS ACTING AS OBSERVER WILL PROVIDE YOU WITH THE EMPLOYEE PROBLEM STATEMENT. THIS STATEMENT IS ONE COMMON TO MANY ORGANIZATIONS.
2. YOU WILL HAVE FIVE MINUTES TO REVIEW THE PROBLEM STATEMENT. USE THAT TIME TO "GET INTO" THE SITUATION. HAVE YOU SEEN SIMILAR PROBLEMS "BACK HOME" ? DO YOU KNOW, OR HAVE YOU KNOWN, EMPLOYEES SIMILAR TO THE EMPLOYEE DESCRIBED IN YOUR EMPLOYEE PROBLEM STATEMENT?
3. THE PERSON WHO IS ROLE PLAYING THE SUPERVISOR HAS RECEIVED A SUPERVISOR PROBLEM STATEMENT WHICH CONTAINS A DESCRIPTION OF THE PROBLEM AS SEEN FROM THE SUPERVISOR'S PERSPECTIVE.
4. ONE WORD OF CAUTION. DO NOT INTRODUCE INFORMATION WHICH WOULD BE UNFAIR TO YOUR ROLE PLAYING SUPERVISOR. SUCH INFORMATION WOULD INCLUDE YOUR KNOWLEDGE OF SPECIAL TECHNIQUES OR PROCEDURES WHICH YOUR ROLE PLAYING SUPERVISOR COULD NOT BE EXPECTED TO KNOW.

NOTE: DO NOT DISCUSS THE CONTENTS OF YOUR PROBLEM WITH THE OBSERVER OR THE SUPERVISOR PRIOR TO THE INITIATION OF THE ROLE PLAYING SESSION.

SUPERVISOR ROLE-PLAY INSTRUCTIONS

1. THE PERSON WHO IS ROLE PLAYING THE EMPLOYEE HAS RECEIVED A BRIEF EMPLOYEE PROBLEM STATEMENT. THIS PROBLEM IS ONE WHICH IS COMMON TO MANY ORGANIZATIONS.
2. THE SUPERVISOR PROBLEM STATEMENT CONTAINS A DESCRIPTION OF THE PROBLEM FROM THE SUPERVISOR'S PERSPECTIVE.
3. *NOTE THAT THE WAY THE SUPERVISOR SEES THE PROBLEM IS NOT NECESSARILY THE SAME AS THE EMPLOYEE'S VIEW OF THE PROBLEM.*
4. YOU WILL HAVE FIVE MINUTES TO REVIEW THE PROBLEM STATEMENT. USE THAT TIME TO "GET INTO" THE SITUATION. HAVE YOU SEEN SIMILAR PROBLEMS "BACK HOME" ? DO YOU KNOW, OR HAVE YOU KNOWN, EMPLOYEES SIMILAR TO THE EMPLOYEE DESCRIBED IN YOUR PROBLEM STATEMENT ? WHY DOES THE EMPLOYEE HAVE THIS PROBLEM? WHAT CAN BE DONE ABOUT IT FROM YOUR STANDPOINT AS A SUPERVISOR? WHAT DO YOU WANT TO HAPPEN DURING THE INTERVIEW?
5. ONE WORD OF CAUTION. DO NOT INTRODUCE INFORMATION WHICH WOULD BE UNFAIR TO THE PERSON ROLE PLAYING THE EMPLOYEE. SUCH INFORMATION WOULD INCLUDE YOUR KNOWLEDGE OF SPECIAL TECHNIQUES OR PROCEDURES WHICH YOUR ROLE PLAYING EMPLOYEE COULD NOT BE EXPECTED TO KNOW.

NOTE: DO NOT DISCUSS THE CONTENTS OF YOUR PROBLEM WITH THE OBSERVER OR THE EMPLOYEE PRIOR TO THE INITIATION OF THE ROLE PLAYING SESSION.

EMPLOYEE STATEMENT

PROBLEM #1

You have been with the organization for two years. You perceive yourself to be an imaginative innovator. During the past six months you have provided unique and useful solutions to a number of problems which your department has faced.

It is true that you have some minor problems. You do show up late for work on some occasions, usually when you've been watching some late night television show or have been out on the town.

In addition, you do have difficulty completing some of the more routine aspects of the job in a timely fashion (these can be reports or other job processes). But you do get the job done eventually and it usually is properly done.

As far as you are concerned you deserve the highest possible marks for your performance during the past six month review period. In fact, you would like to hear that you are being considered for promotion to a more responsible position.

SUPERVISOR STATEMENT

PROBLEM #1

This employee has been with the organization for two years. During the past six month review period, the employee has suggested a number of unique and helpful solutions to problems which the department has faced. You would like to consider this employee for promotion to a more responsible position within the organization. However, there are some problems which must be faced first.

This employee tends to arrive at work late far more often than the average for your unit. The unit average is three lates during a six month period. This employee has arrived late a dozen times. You have mentioned this problem to the employee on three separate occasions during the review period. Each time you were given a rather weak excuse and a promise to be more careful. A review of the employee's file indicates that this problem is not unique but has persisted throughout his/her employment with the organization.

A second problem is that the employee fails to complete some of the routine aspects of the job on time (these can be reports or other job processes). Failure to complete these tasks has resulted in delays for other personnel or departments. On one occasion you had to "take the heat" for this problem when your supervisor became upset with the delay. You have not had the opportunity to discuss this problem with the employee during the review period since you have been deeply involved in plans for a reorganization of departmental responsibilities.

EMPLOYEE STATEMENT

PROBLEM #2

You have been with the organization for more than eight years. While you have not advanced very rapidly through the organizational ranks, this fact troubles you very little. You are not particularly interested in advancement but merely in doing a "good average job" and receiving periodic pay raises.

During your time with the organization you have established your own pace in terms of completing various jobs. During the review period your supervisor has asked you to provide assistance with the work of other persons when these employees were over-loaded. This has interrupted your own pacing and caused you to have to work harder in order to keep up with your own work. You have provided the assistance but you also let the supervisor know that you feel somewhat imposed upon.

As far as you are concerned, you deserve a high rating for your performance during the past year. This is recognition for your many years with the company and your undisputed knowledge of your job. You feel your supervisor is trying to cut too many corners and should add more employees. That way, you wouldn't be involved in so many new jobs with which you are less familiar and about which you feel somewhat uncomfortable.

SUPERVISOR STATEMENT

PROBLEM #2

This employee has been with the company for more than eight years. The employee has an excellent basic understanding of his/her job. While performance is very steady, the employee has shown little inclination to become involved in the performance of new tasks preferring, rather, to do the same, rather narrow job very well.

You feel the employee has established a pace of performance that is geared to earlier, less demanding times. New performance demands are being made on your department by your supervisors. At the same time the entire organization is under considerable pressure to keep costs down.

Your response to this problem has been to attempt to cross-train employees so that individuals can assist one another during peak work load periods. This employee has make it quite clear that the efforts at cross-training are unwelcome.

On at least two occasions during the review period the employee has made clear verbal statements regarding his/her dislike of being involved with "other people's work."

You are beginning to suspect that this employee is simply marking time. You cannot afford this luxury.

EMPLOYEE STATEMENT

PROBLEM #3

You are a person in the process of a marital dissolution. You and your spouse of eleven years began living apart ten weeks ago. The split came as a great shock to you, and you have not fully recovered. You have been sleeping poorly and realize that your job performance is less than it might be.

You have arrived late for work on a number of occassions during the past ten weeks. You have made a number of mistakes that even you regard as careless. Your relationships with other employees have deteriorated. In one Instance you "flew off the handle" and "told an irritating customer off". In short, you are a person experiencing considerable stress.

You are afraid your new (during the past six months) supervisor is going to fire you, or, at least, place you on suspension. With the difficulties you are experiencing in your private life, the threat of a job loss is very great.

You are not sure you can tell this relatively new supervisor about your family difficulties. At the moment, you feel it may be best to "stonewall it", that is, to try to minimize any problems. What you actually do in the interview situation depends on how well the supervisor lets you discuss your concerns and how comfortable you are made to feel.

SUPERVISOR STATEMENT

PROBLEM #3

You became supervisor of this unit only six months ago. During the first four months, this employee's work was excellent. However, within the past few months performance has deteriorated markedly. The employee has arrived late for work on a number of occasions and is now producing work which can best be described as careless.

The employee's relationship with other personnel in the unit has become seriously strained. On one occasion this employee told a customer off — a situation which caused you to be called on the carpet.

Since you are new to this unit, you have attempted to lead in a low-keyed manner. However, you have had to discuss the problem of lateness and have had to return specific pieces of work to the employee when the work was not properly done.

After conflicts with other employees you have attempted to counsel this employee. In the past you feel this employee has tried to minimize the importance of the feedback you are trying to provide.

During this feedback session you may have to make a decision regarding the desirability of retaining this employee.

INTERVIEW CHECKLIST

	FREQUENCY OF BEHAVIOR OBSERVED					
BEHAVIOR	NEVER	RARELY	SOME-TIMES	OFTEN	ALWAYS	NA
INTERVIEW INITIATION						
SHOWS CONCERN FOR PHYSICAL SETTING						
EXPRESSES CONCERN FOR EMPLOYEE'S COMFORT						
BODY LANGUAGE CONVEYS WARMTH, RECEPTIVENESS						
INTERVIEW STRUCTURING						
STATES HOW P.E. SYSTEM FITS ORGANIZATION						
STATE P.E. IMPACT ON EMPLOYEE (USES OF P.E.)						
DEFINES OWN ROLE EXPECTATIONS						
PROVIDES FRAMEWORK FOR CONDUCTING SESSION						
INTERVIEW COMMUNICATION -- ATTENDING BEHAVIORS						
MAINTAINS REASONABLE EYE CONTACT						
MAINTAINS RELAXED PHYSICAL POSTURE						
RESPONDS WITH "NATURAL" GESTURES						
VERBALLY "FOLLOWS" EMPLOYEE STATEMENTS						
INTERVIEW COMMUNICATION -- FACILITATING BEHAVIORS						
ENCOURAGES EMPLOYEE TO EXPAND ON TOPICS						
DOES NOT INAPPROPRIATELY DIRECT EMPLOYEE						
DOES NOT DISCOUNT EMPLOYEE STATEMENTS						
IS NOT INAPPROPRIATELY DEFENSIVE						
DOES NOT DENY VALIDITY OF STATEMENTS						
INTERVIEW COMMUNICATION -- PARAPHRASING						
PARAPHRASES EMPLOYEE STATEMENTS						
INTERVIEW COMMUNICATION -- CLARIFYING						
ASKS FOR CLARIFICATION WHEN UNCERTAIN						

INTERVIEW CHECKLIST -- CONTINUED

BEHAVIOR	FREQUENCY OF BEHAVIOR OBSERVED					
	NEVER	RARELY	SOME-TIMES	OFTEN	ALWAYS	NA
INTERVIEW COMMUNICATION -- PROVIDING FEEDBACK						
DESCRIBES EMPLOYEE BEHAVIORS						
IDENTIFIES SPECIFIC CRITICAL INCIDENTS						
INDICATES FREQUENCY OF BEHAVIORS						
ADDRESSES PREVIOUSLY AGREED GOALS						
DEFINES PERTINENCE TO JOB BEING PERFORMED						
CITES PREVIOUSLY SHARED PERFORMANCE STANDARDS						
CHECKS TO INSURE CLEAR COMMUNICATION						
CLARIFIES TO INSURE CLEAR COMMUNICATION						
PLANNING AND NEGOTIATING						
IDENTIFIES PROBLEM						
INDICATES PERCEIVED SOURCE OF PROBLEM						
STATES OWN CONTRIBUTION TO PROBLEM						
SOLICITS EMPLOYEE FEEDBACK						
SEEKS MUTUALLY ACCEPTABLE SOLUTION						
DEVELOPS POTENTIAL SOLUTIONS						
WEIGHS POTENTIAL SOLUTIONS						
SELECTS "BEST POSSIBLE" SOLUTION						
DEVELOPS IMPLEMENTATION PLAN						
IDENTIFIES PERFORMANCE OBJECTIVES						
MOVES TOWARD PLANNING SEQUENCE						
INTERVIEW CLOSING						
EMPLOYEE SUMMARIZES AREAS OF AGREEMENT						
EMPLOYEE SUMMARIZES AREAS OF DISAGREEMENT						
EMPLOYEE SUMMARIZES FUTURE GOALS & OBJECTIVES						

COMPONENT OF MODULE: STUDENT MANUAL

MODULE NO.: FOUR

MODULE TITLE: EMPLOYEE FEEDBACK AND DEVELOPMENT

THIS MODULE DEVELOPED BY: HARRY C. SPRINGER, PH.D.

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ACKNOWLEDGEMENTS

Throughout this training program we stress that performance evaluation begins and ends with behavior -- what the person has done or is actually doing. Without behavior there can be no performance. In another context we might have stressed that actions speak much more loudly than words.

Now we wish to acknowledge the words, actions, and behavior of the many practitioners and/or scholars who assisted us in the development of this performance evaluation training program.

Professors Fred Fiedler, Patrick Fleenor, and Gary Latham provided the curricular expertise for the project. Jack Cartwright and Robert Morton analyzed the material from a practitioner's point of view. The managers who participated in the tests of the training package provided both comments and data used in revising the material. The Washington Criminal Justice Training Commission, King County, and City of Palo Alto coordinated the testing of the package. And the National Training and Development Service staff fulfilled their staff function well.

INTRODUCTION

THIS MODULE ADDRESSES THE EMPLOYEE FEEDBACK AND COUNSELING ASPECTS OF PERFORMANCE EVALUATION. OF PRIMARY EMPHASIS IN THIS MODULE IS THE USE OF PERFORMANCE REVIEWS AS EMPLOYEE DEVELOPMENT TOOLS. TWO RELATED CONTENT AREAS ARE STRESSED: (A) THE COUNSELING/COMMUNICATION COMPONENTS OF THE PERFORMANCE REVIEW AND (B) THE PLANNING AND OBJECTIVE SETTING PROCESS THAT RESULTS IN A CLEAR STATEMENT OF ANTICIPATED EMPLOYEE PERFORMANCE DURING THE SUBSEQUENT REVIEW PERIOD.

THROUGHOUT THIS MODULE WE EMPHASIZE THOSE SUPERVISOR BEHAVIORS WHICH CAN LEAD TO MORE PRODUCTIVE PERFORMANCE REVIEW SESSIONS.

THE FIRST HALF OF THE MODULE PRESENTS THE MATERIAL THAT SHOULD BE INCLUDED IN THE REVIEW SESSION (THE CONTENT OF THE SESSION) AND THE WAY IN WHICH THE MATERIAL SHOULD BE PRESENTED (THE PROCESS). THE SECOND HALF OF THE MODULE PROVIDES PARTICIPANTS WITH THE OPPORTUNITY TO COMBINE THE CONTENT AND THE PROCESS IN ACTUAL EXERCISES.

THIS PARTICIPANT'S MANUAL CONTAINS ALL THE MATERIAL YOU WILL NEED FOR MODULE THREE. IN ADDITION, COPIES OF ALL THE TRANSPARENCIES USED BY THE INSTRUCTOR ARE INCLUDED IN THIS MANUAL.

MODULE FOUR OBJECTIVES

BY THE CONCLUSION OF MODULE FOUR PARTICIPANTS WILL BE ABLE TO DEMONSTRATE THE FOLLOWING PERFORMANCE INTERVIEW SKILLS:

- INTERVIEW INITIATION
- INTERVIEW STRUCTURING
- INTERVIEW COMMUNICATION
- INTERVIEW PLANNING AND NEGOTIATION
- INTERVIEW CLOSING

AGENDA

- MODULE FOUR OVERVIEW AND OBJECTIVES
- INTERVIEW INITIATION SKILLS
- INTERVIEW STRUCTURING SKILLS
- INTERVIEW COMMUNICATION SKILLS
- INTERVIEW PLANNING SKILLS
- INTERVIEW NEGOTIATION SKILLS
- INTERVIEW CLOSING SKILLS
- INTERVIEW PRACTICE
- QUESTIONS AND DISCUSSION

MODULE FOUR PRE-TEST

MULTIPLE-CHOICE QUESTIONS

Below are a number of multiple choice questions on the performance evaluation process. For each question, please circle the letter (a.,b.,c.,d., or e.) of that word or phrase which, when added to the incomplete statement, gives the best answer.

1. When should the supervisor prepare a preliminary statement of the performance objectives to be discussed during the interview?
    a. Shortly before the interview
    b. During the interview as problems surface
    c. Record them immediately after the interview
    d. The subordinate should develop the objectives
    e. Objectives should be developed only for problems
2. Which of the following is very important in regard to interview communication?
    a. Words employed by the supervisor
    b. Posture and gesture of the employee
    c. Voice inflections by both supervisor and employee
    d. Facial expressions of the supervisor
    e. All of the above
3. Feedback to the employee from the supervisor need not be:
    a. Related to a particular occurrence
    b. Specific in terms of details
    c. Related to an observable happening
    d. Interpreted in terms of motivation
    e. Based on actual behavior
4. In an interview situation, the first thing the supervisor should do is:
    a. Let the employee know where he/she stands
    b. Relate current performance to previous performance
    c. Establish rapport
    d. Engage in small talk
    e. Review paperwork related to the interview

5. Records retained in an employee's personnel folder for performance evaluation purposes should:

   a. Concentrate on performance discrepancies

   b. Document critical incidents (both favorable and unfavorable)

   c. Interpret the employee attitude behind certain behaviors

   d. Be anonymous whenever possible

   e. There should be no record of performance evaluation

6. During the initial stages of the feedback session, which of the following points can be safely ignored?

   a. Indication of the ways in which the performance evaluation system fits into the organizational framework

   b. Indication of the ways in which the performance evaluation effects the individual employee

   c. Indication of the framework for the conduct and sequencing of the interview

   d. Definition of the supervisor's personal role expectations

   e. None of the above can be safely ignored

7. In an interview situation, which of the following is the most questionable procedure?

   a. Identifying what the supervisor can and can not do to resolve a problem situation

   b. Suggesting insights into the employee's motivations

   c. Indicating specific problem areas and asking for joint solutions

   d. Being willing to listen 50% of the time (or more)

   e. None of the above are questionable

8. In providing performance feedback to an employee, it is usually best for the supervisor to:

   a. Ignore all negative behaviors and provide only positive reinforcement

   b. Structure the interview so the supervisor does most of the talking

   c. Cross examine the employee when he/she seems reluctant to face up to obvious facts

   d. Allow the employee to formulate his/her own problem statements

   e. Play a passive role

PERFORMANCE EVALUATION FACTORS

SELF-ASSESSMENT

Below are listed a series of statements about performance evaluation and related topics. For each statement please rate yourself in terms of your knowledge about the particular statement or your ability to do the behavior described by the statement. Please circle the letter that best describes your answer.

1. To what degree can you identify the elements of a successful performance evaluation feedback session?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

2. How skillful are you at conducting performance evaluation feedback sessions?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

3. How skillful are you in evaluating your employees' performance?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

4. How skillful are you at initiating the performance evaluation feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

5. How skillful are you at structuring the feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

6. How skillful are you at communicating during the feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

7. How skillful are you at closing the feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

TRUE-FALSE QUESTIONS

Below are a number of statements related to the performance evaluation process. If you think a particular statement is TRUE, circle the "T". If you think a statement is FALSE, circle the "F". If you don't have the slightest idea whether a statement is TRUE or FALSE, circle the "?".

T ? F 1. The mutual development of performance objectives provides a clear basis for evaluation of subsequent performance.

T ? F 2. A supervisor should never allow himself/herself to be placed in the position of having to negotiate during a performance evaluation review.

T ? F 3. At its best the performance feedback session is a mutual planning session.

T ? F 4. The best physical "setting" for a performance feedback session is to have the supervisor sitting behind his or her desk and the employee sitting on the other side.

T ? F 5. With a problem employee, the best approach is to begin the interview by indicating strongly the consequences of failing to change.

T ? F 6. Most of the communicating that is done in interviews is by way of verbal statements.

T ? F 7. By remaining a somewhat "blank screen" during the feedback interview situation the supervisor can avoid communicating his/her own feelings.

T ? F 8. When an employee introduces information which you know to be inaccurate, the best thing for you to do is to tell the employee immediately that he/she is wrong.

T ? F 9. A supervisor should never admit that he/she made a mistake during a performance evaluation feedback session.

T ? F 10. It is both permissible and desirable for a supervisor to indicate that he/she has not observed a particular employee and therefore can not rate that employee.

ESSAY QUESTIONS

1. Identify the important segments of a performance evaluation feedback interview.

2. Outline a "workable" approach for negotiation, that is, indicate what you should do first, second, and so on when you reach an impasse and must negotiate.

IMPORTANT SEGMENTS OF A
PERFORMANCE EVALUATION FEEDBACK INTERVIEW

- INTERVIEW INITIATION
- INTERVIEW STRUCTURING
- INTERVIEW COMMUNICATION
- INTERVIEW PLANNING
- INTERVIEW CLOSING

INTERVIEW INITIATION

Q. WHAT IS IT?

A. SUPERVISOR BEHAVIORS, BOTH VERBAL AND NONVERBAL, WHICH OCCUR DURING THE FIRST FEW MINUTES -- OFTEN THE FIRST THRITY SECONDS -- OF A PERFORMANCE EVALUATION FEEDBACK SESSION.

MORE SPECIFICALLY, THESE ARE SUPERVISOR BEHAVIORS WHICH:

- SHOW CONCERN FOR THE PHYSICAL SETTING
- EXPRESS CONCERN FOR EMPLOYEE COMFORT
- CONVEY WARMTH AND RECEPTIVENESS

INTERVIEW SETTING SCALE

1

WARM	5	4	3	2	1	COOL
DISTANT	1	2	3	4	5	CLOSE
RELAXED	5	4	3	2	1	RIGID
FORMAL	1	2	3	4	5	INFORMAL
OPEN	5	4	3	2	1	CLOSED
TIGHT	1	2	3	4	5	LOOSE
COMFORTABLE	5	4	3	2	1	UNCOMFORTABLE
CONSTRAINED	1	2	3	4	5	UNCONSTRAINED

2

WARM	5	4	3	2	1	COOL
DISTANT	1	2	3	4	5	CLOSE
RELAXED	5	4	3	2	1	RIGID
FORMAL	1	2	3	4	5	INFORMAL
OPEN	5	4	3	2	1	CLOSED
TIGHT	1	2	3	4	5	LOOSE
COMFORTABLE	5	4	3	2	1	UNCOMFORTABLE
CONSTRAINED	1	2	3	4	5	UNCONSTRAINED

3

WARM	5	4	3	2	1	COOL
DISTANT	1	2	3	4	5	CLOSE
RELAXED	5	4	3	2	1	RIGID
FORMAL	1	2	3	4	5	INFORMAL
OPEN	5	4	3	2	1	CLOSED
TIGHT	1	2	3	4	5	LOOSE
COMFORTABLE	5	4	3	2	1	UNCOMFORTABLE
CONSTRAINED	1	2	3	4	5	UNCONSTRAINED

INTERVIEW STRUCTURING

Q. WHAT IS IT?

A. SUPERVISOR BEHAVIORS DESIGNED TO COMMUNICATE FOUR SPECIFIC CONCEPTS:

(1) TO INDICATE THE WAYS IN WHICH THE PERFORMANCE EVALUATION SYSTEMS FITS INTO THE ORGANIZATIONAL FRAMEWORK.

(2) TO SUMMARIZE THE WAYS IN WHICH THE PERFORMANCE EVALUATION IMPACTS THE INDIVIDUAL EMPLOYEE.

(3) TO PROVIDE A FRAMEWORK FOR THE SEQUENCING OF EVENTS DURING THE INTERVIEW ITSELF.

(4) TO DEFINE THE SUPERVISOR'S PERSONAL ROLE EXPECTATIONS FOR THE INTERVIEW.

COMPONENTS OF INTERVIEW COMMUNICATION

- ATTENDING
- FACILITATING
- PARAPHRASING
- CLARIFYING
- FEEDING BACK

INTERVIEW ATTENDING BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC SUPERVISOR BEHAVIORS WHICH INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

(1) EYE CONTACT WITH THE EMPLOYEE

(2) RELAXED PHYSICAL POSTURE

(3) APPROPRIATE OR "NATURAL" PHYSICAL GESTURES

(4) VERBAL STATEMENTS WHICH "FOLLOW" WHAT THE EMPLOYEE HAS SAID

INTERVIEW FACILITATING BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC VERBAL INVITATIONS WHICH ENCOURAGE THE EMPLOYEE TO STATE A POSITION OR TO EXPLORE FURTHER A STATED POSITION.

- CAN YOU SAY MORE?
- WILL YOU EXPAND ON THAT?
- I WOULD LIKE TO HEAR MORE ABOUT THAT.
- HOW DO YOU SEE IT?
- WOULD YOU ELABORATE?
- CAN YOU GIVE ME MORE DETAIL?
- COULD YOU GIVE ME AN EXAMPLE?
- THEN?
- SO?
- AND?
- UM-HMM

A. SPECIFIC NON-VERBAL INVITATIONS WHICH ENCOURAGE THE EMPLOYEE TO STATE A POSITION OR TO EXPLORE FURTHER A STATED POSITION.

- HEAD NODS
- EYE CONTACT
- LEANING FORWARD
- NARROWING PHYSICAL DISTANCE

FOULED FACILITATION

(THE FOUR DEADLY "D'S")

DIRECTING

DISCOUNTING

DEFENDING

DENYING

INTERVIEW PARAPHRASING BEHAVIOR

Q. WHAT IS IT?

A. A BRIEF RESTATEMENT BY THE SUPERVISOR OF SOME PRIOR VERBAL COMMUNICATION. THE RESTATEMENT COMMUNICATES THE SAME MEANING IN FEWER AND, PERHAPS, DIFFERENT WORDS.

Q. WHY DO IT?

A. TO ASSURE THE EMPLOYEE THAT THE SUPERVISOR IS FOLLOWING THE CONVERSATION IN TERMS OF BOTH THOUGHTS AND FEELINGS EXPRESSED.

A. TO CONDENSE THE EMPLOYEE'S THOUGHTS BY PRESENTING THEM IN A MORE CONCISE WAY.

A. TO PROVIDE THE SUPERVISOR WITH FEEDBACK TO ASSURE THAT COMMUNICATION WITH UNDERSTANDING HAS TAKEN PLACE.

INTERVIEW CLARIFYING BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC VERBAL INVITATIONS ON THE PART OF THE SUPERVISOR WHICH ADMIT A LACK OF UNDERSTANDING REGARDING THE EMPLOYEE'S COMMUNICATION.

- I'M CONFUSED
- I'M NOT SURE I UNDERSTAND
- CAN YOU RESTATE WHAT YOU ARE TRYING TO COMMUNICATE?
- I LOST YOU THERE
- CAN YOU GIVE ME AN EXAMPLE?
- I NEED MORE INFORMATION HERE

Q. WHY DO IT?

A. TO PROVIDE A DEGREE OF FOCUS TO THE MUTUAL COMMUNICATION

TO ASSIST THE EMPLOYEE IN STATING CONCERNS

TO ASSURE UNDERSTANDING REGARDING THE COMMUNICATION

TO COMMUNICATE A CONCERN FOR UNDERSTANDING THE COMMUNICATION

INTERVIEW FEEDBACK BEHAVIOR

Q. WHAT IS IT?

A. SPECIFIC VERBAL COMMUNICATIONS BY THE SUPERVISOR RELATED TO THE EMPLOYEE'S PERFORMANCE DURING THE REVIEW PERIOD.

Q. WHAT ARE THE IMPORTANT SUPERVISOR BEHAVIORS?

A. THE SUPERVISOR:

- DESCRIBES EMPLOYEE BEHAVIORS
- IDENTIFIES SPECIFIC CRITICAL INCIDENTS
- INDICATES FREQUENCY OF BEHAVIOR
- ADDRESSES PREVIOUSLY AGREED GOALS
- DEFINES PERTINENCE TO JOB BEING PERFORMED
- STATES PREVIOUSLY SHARED STANDARDS OF PERFORMANCE
- CHECKS TO INSURE CLEAR COMMUNICATION
- CLARIFIES TO INSURE CLEAR COMMUNICATION

PERFORMANCE EVALUATION SEQUENCE

DURING THE REVIEW PERIOD, THE SUPERVISOR:

- OBSERVES EMPLOYEE PERFORMANCE
- PROVIDES FEEDBACK ON CONTINUING BASIS
- INDICATES INSTANCES OF PERFORMANCE DISCREPANCIES
- DEFINES STANDARDS OF ACCEPTABLE PERFORMANCE

PRIOR TO THE PERFORMANCE EVALUATION FEEDBACK SESSION, THE SUPERVISOR:

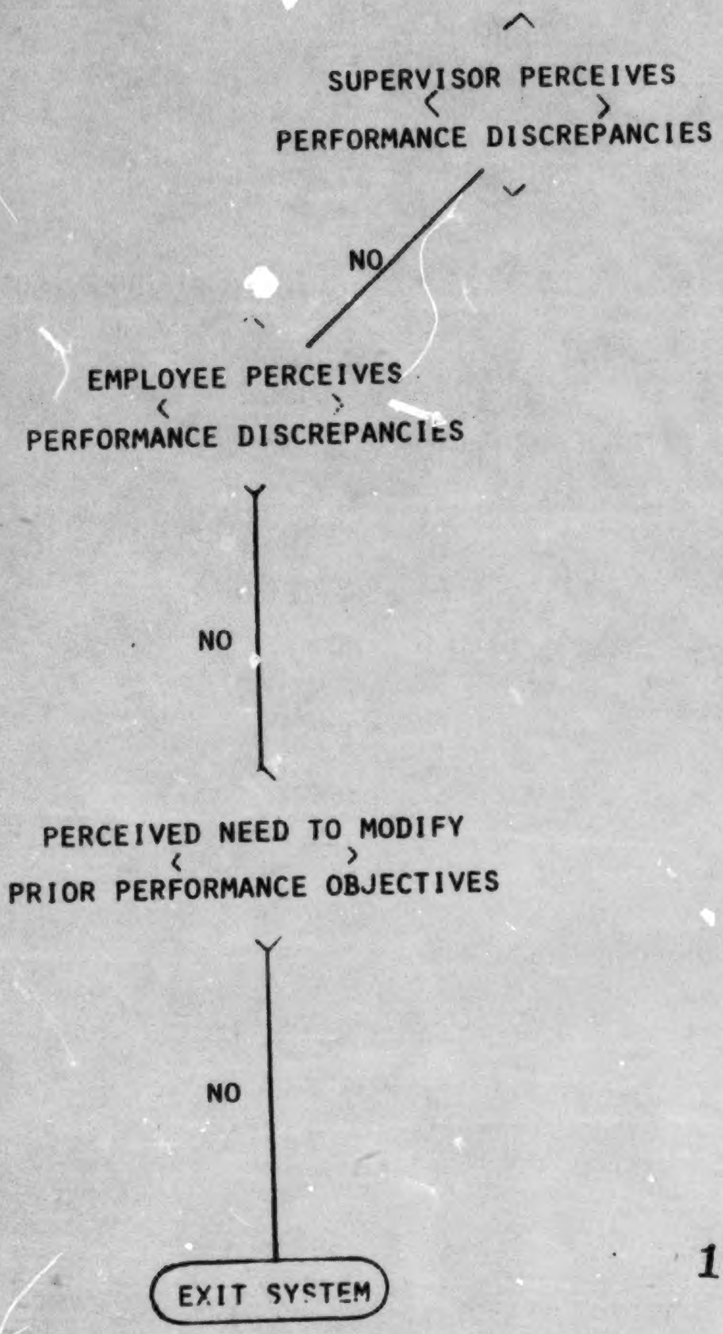
- ADVISES EMPLOYEE THAT SESSION IS PENDING
- REVIEWS NOTES RELATED TO EMPLOYEE PERFORMANCE
- REVIEWS PRIOR EMPLOYEE PERFORMANCE OBJECTIVES
- PREPARES PRELIMINARY EMPLOYEE PERFORMANCE OBJECTIVES FOR THE NEXT REVIEW PERIOD
- PLANS FOR SPECIFIC CORRECTIVE AND/OR DEVELOPMENTAL ACTIONS

DURING THE PERFORMANCE EVALUATION SESSION, THE SUPERVISOR:

- PROVIDES A COMFORTABLE, RELAXED SETTING
- SOLICITS EMPLOYEE COMMENTS REGARDING JOB PERFORMANCE
- DEFINES STRUCTURE AND CONTENT OF SESSION
- STATES ROLE EXPECTATIONS
- LISTENS TO AND ENCOURAGES EMPLOYEE STATEMENTS
- GIVES SPECIFIC FEEDBACK REGARDING PERFORMANCE

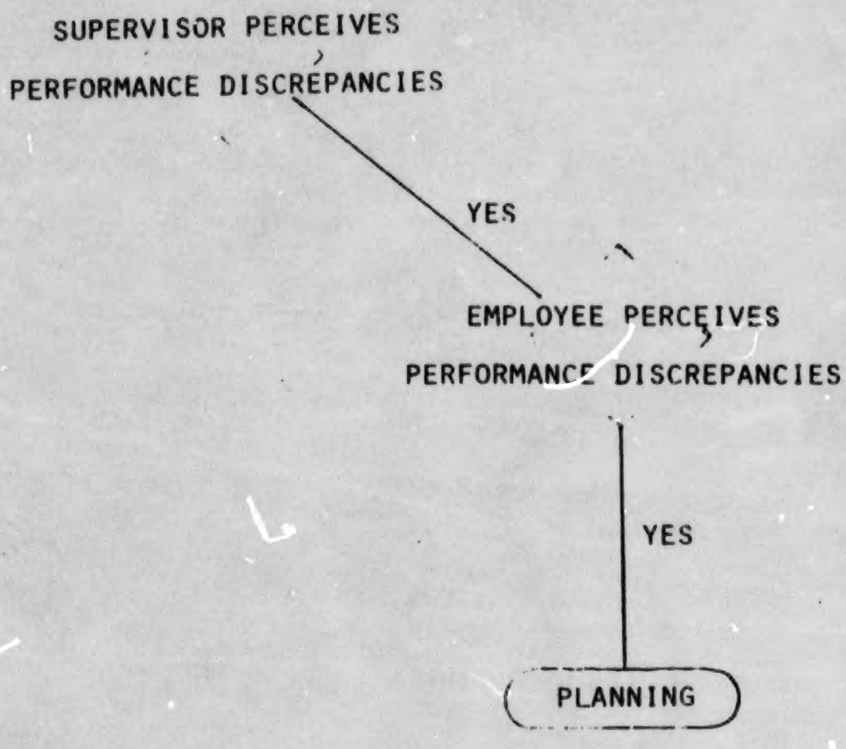
PLANNING POSSIBILITIES

#1


SUPERVISOR PERCEIVES PERFORMANCE DISCREPANCIES
NO
EMPLOYEE PERCEIVES PERFORMANCE DISCREPANCIES
NO
PERCEIVED NEED TO MODIFY PRIOR PERFORMANCE OBJECTIVES
NO
EXIT SYSTEM

PLANNING POSSIBILITIES

#2


SUPERVISOR PERCEIVES
PERFORMANCE DISCREPANCIES
YES
EMPLOYEE PERCEIVES
PERFORMANCE DISCREPANCIES
YES
PLANNING

PLANNING QUESTIONS

IS THE JOB THE PROBLEM?

- CAN THE JOB ITSELF BE ALTERED IN SOME WAY TO IMPROVE PERFORMANCE?
- DOES THE JOB SITUATION PROVIDE FEEDBACK TO THE EMPLOYEE?
- IS SOME ASPECT OF THE JOB DISTASTEFUL?

IS THE EMPLOYEE THE PROBLEM?

- DOES THE EMPLOYEE HAVE THE SKILLS TO DO THE JOB?
- WILL TRAINING OR RETRAINING IMPROVE PERFORMANCE?
- WILL ADDITIONAL PRACTICE IMPROVE PERFORMANCE?

IS THE MATCH BETWEEN JOB AND EMPLOYEE THE PROBLEM?

- WOULD TRANSFER OF THE EMPLOYEE RESOLVE THE PROBLEM?

ARE "EXTERNAL" FACTORS THE PROBLEM?

- ARE THESE FACTORS TERMPORARY OR LASTING?
- CAN THE EMPLOYEE ALTER THE IMPACT OF THESE FACTORS?

PLANNING PREREQUISITES

BOTH SUPERVISOR AND EMPLOYEE MUST AGREE THAT:

(1) A PROBLEM DOES EXIST

(2) THE SOURCE OF THE PROBLEM HAS BEEN DEFINED

PLANNING SEQUENCE STEPS

(1) IDENTIFY THE PROBLEM

(2) DEVELOP POTENTIAL SOLUTIONS

(3) SELECT "BEST POSSIBLE" SOLUTION

(4) DEVELOP IMPLEMENTATION PLANS

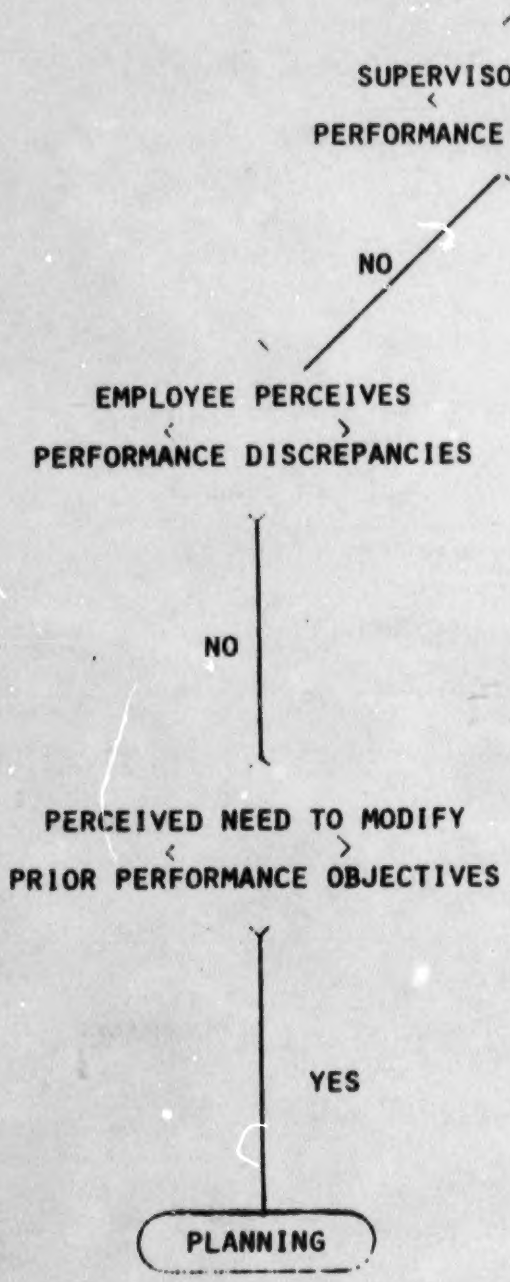
(5) IDENTIFY PERFORMANCE OBJECTIVE

(6) INITIATE PLAN

(7) EVALUATE PLAN

PLANNING POSSIBILITIES

#3


SUPERVISOR PERCEIVES PERFORMANCE DISCREPANCIES
NO
EMPLOYEE PERCEIVES PERFORMANCE DISCREPANCIES
NO
PERCEIVED NEED TO MODIFY PRIOR PERFORMANCE OBJECTIVES
YES
PLANNING

WHY NEGOTIATION?

DURING THE REVIEW PERIOD THE SUPERVISOR FAILS TO:

- OBSERVE EMPLOYEE PERFORMANCE
- PROVIDE FEEDBACK ON A CONTINUING BASIS
- INDICATE INSTANCES OF PERFORMANCE DISCREPANCIES
- DEFINE STANDARDS OF ACCEPTABLE PERFORMANCE

PRIOR TO THE PERFORMANCE EVALUATION FEEDBACK SESSION

THE SUPERVISOR FAILS TO:

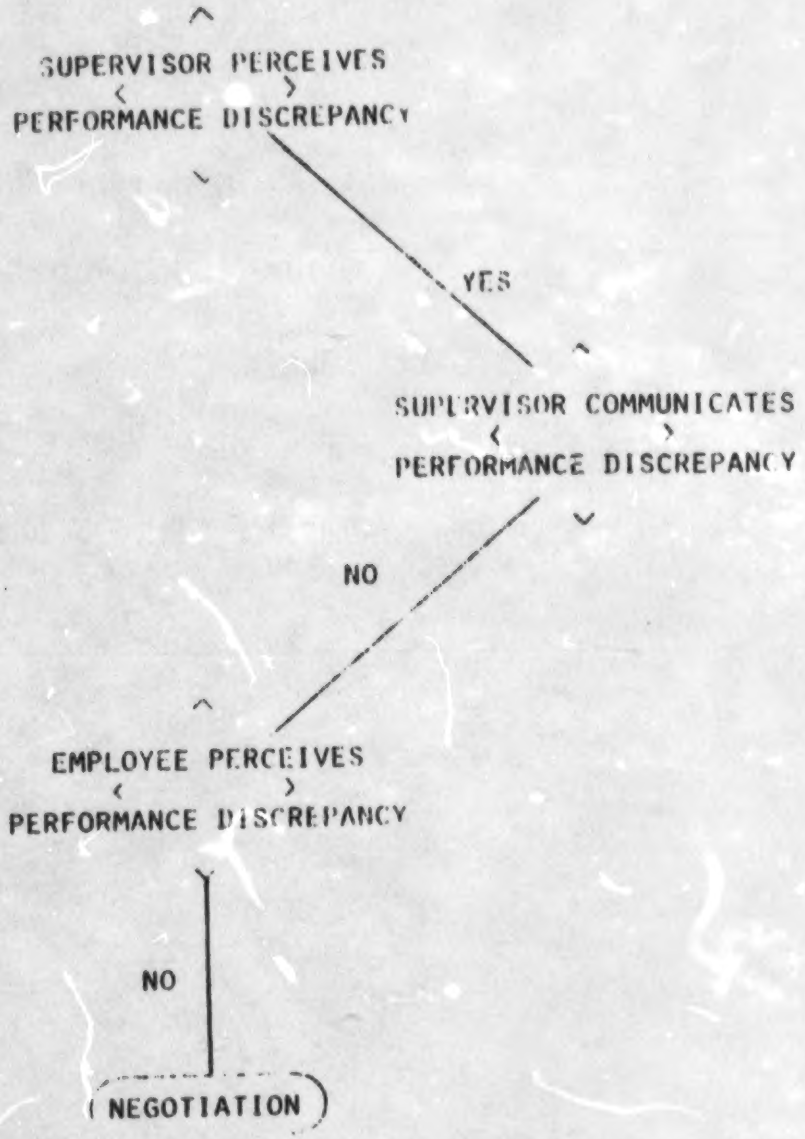
- ADVISE THE EMPLOYEE THAT THE SESSION IS PENDING
- REVIEW NOTES RELATED TO EMPLOYEE PERFORMANCE
- REVIEW PRIOR EMPLOYEE PERFORMANCE OBJECTIVES
- PREPARE PRELIMINARY PERFORMANCE OBJECTIVES FOR THE NEXT REVIEW PERIOD
- PLAN FOR SPECIFIC CORRECTIVE AND/OR DEVELOPMENTAL ACTIONS

DURING THE PERFORMANCE EVALUATION FEEDBACK SESSION

THE SUPERVISOR FAILS TO:

- SOLICIT EMPLOYEE COMMENTS REGARDING JOB PERFORMANCE
- DEFINE STRUCTURE AND CONTENT OF SESSION
- STATE ROLE EXPECTATIONS
- LISTEN TO AND ENCOURAGE EMPLOYEE STATEMENTS
- GIVE SPECIFIC FEEDBACK REGARDING PERFORMANCE

NEGOTIATION


SUPERVISOR PERCEIVES PERFORMANCE DISCREPANCY
YES
SUPERVISOR COMMUNICATES PERFORMANCE DISCREPANCY
NO
EMPLOYEE PERCEIVES PERFORMANCE DISCREPANCY
NO
NEGOTIATION

NEGOTIATING

- INDICATE THERE IS A PROBLEM
- IDENTIFY YOUR CONTRIBUTION TO THE PROBLEM FIRST
- DEFINE THE PROBLEM
- STATE BASIS FOR INDICATING THERE IS A PROBLEM
- RE-STATE YOUR CONTRIBUTION TO THE PROBLEM
- SOLICIT EMPLOYEE FEEDBACK
- IDENTIFY THE DESIRE FOR A MUTUALLY ACCEPTABLE SOLUTION
- CONSISTENTLY MOVE TOWARD A PLANNING SEQUENCE

INTERVIEW CLOSING

AT THE CONCLUSION OF A PERFORMANCE EVALUATION FEEDBACK SESSION, THE EMPLOYEE SHOULD HAVE THE FOLLOWING INFORMATION:

1. PAST PERFORMANCE
    - WHAT OBJECTIVES (EMPLOYEE BEHAVIORS) WERE SEEN AS MOST IMPORTANT?
    - HOW WELL DID THE EMPLOYEE PERFORM IN MEETING THESE OBJECTIVES?
    - WHAT STANDARDS WERE USED TO EVALUATE THE EMPLOYEE'S PERFORMANCE?
2. FUTURE PERFORMANCE
    - WHAT OBJECTIVES (EMPLOYEE BEHAVIORS) WILL BE SEEN AS MOST IMPORTANT?
    - WHAT STANDARDS WILL BE USED TO EVALUATE THE EMPLOYEE'S PERFORMANCE?
3. AREAS OF AGREEMENT
    - IF PERFORMANCE HAS BEEN ACCEPTABLE, WHAT WILL BE DONE TO MAINTAIN THAT LEVEL OF PERFORMANCE?
    - IF PERFORMANCE HAS NOT BEEN ACCEPTABLE, WHAT WILL BE DONE TO IMPROVE PERFORMANCE? WHO WILL DO IT? WHEN?

(CONTINUED ON FOLLOWING SLIDE)

3. AREAS OF AGREEMENT (CONTINUED)

- IF PERFORMANCE HAS BEEN ACCEPTABLE AND FURTHER EMPLOYEE DEVELOPMENT IS AN OBJECTIVE, WHAT WILL BE DONE TO ENSURE THIS DEVELOPMENT? WHO WILL DO IT? WHEN?

4. AREAS OF DISAGREEMENT

- HOW WILL THESE BE RESOLVED?

INTERVIEW CHECKLIST

BEHAVIOR	FREQUENCY OF BEHAVIOR OBSERVED					
	NEVER	RARELY	SOME-TIMES	OFTEN	ALWAYS	NA
INTERVIEW INITIATION						
SHOWS CONCERN FOR PHYSICAL SETTING						
EXPRESSES CONCERN FOR EMPLOYEE'S COMFORT						
BODY LANGUAGE CONVEYS WARMTH, RECEPTIVENESS						
INTERVIEW STRUCTURING						
STATES HOW P.E. SYSTEM FITS ORGANIZATION						
STATE P.E. IMPACT ON EMPLOYEE (USES OF P.E.)						
DEFINES OWN ROLE EXPECTATIONS						
PROVIDES FRAMEWORK FOR CONDUCTING SESSION						
INTERVIEW COMMUNICATION -- ATTENDING BEHAVIORS						
MAINTAINS REASONABLE EYE CONTACT						
MAINTAINS RELAXED PHYSICAL POSTURE						
RESPONDS WITH "NATURAL" GESTURES						
VERBALLY "FOLLOWS" EMPLOYEE STATEMENTS						
INTERVIEW COMMUNICATION -- FACILITATING BEHAVIORS						
ENCOURAGES EMPLOYEE TO EXPAND ON TOPICS						
DOES NOT INAPPROPRIATELY DIRECT EMPLOYEE						
DOES NOT DISCOUNT EMPLOYEE STATEMENTS						
IS NOT INAPPROPRIATELY DEFENSIVE						
DOES NOT DENY VALIDITY OF STATEMENTS						
INTERVIEW COMMUNICATION -- PARAPHRASING						
PARAPHRASES EMPLOYEE STATEMENTS						
INTERVIEW COMMUNICATION -- CLARIFYING						
ASKS FOR CLARIFICATION WHEN UNCERTAIN						

INTERVIEW CHECKLIST -- CONTINUED

BEHAVIOR	FREQUENCY OF BEHAVIOR OBSERVED					
	NEVER	RARELY	SOME-TIMES	OFTEN	ALWAYS	NA
INTERVIEW COMMUNICATION -- PROVIDING FEEDBACK						
DESCRIBES EMPLOYEE BEHAVIORS						
IDENTIFIES SPECIFIC CRITICAL INCIDENTS						
INDICATES FREQUENCY OF BEHAVIORS						
ADDRESSES PREVIOUSLY AGREED GOALS						
DEFINES PERTINENCE TO JOB BEING PERFORMED						
CITES PREVIOUSLY SHARED PERFORMANCE STANDARDS						
CHECKS TO INSURE CLEAR COMMUNICATION						
CLARIFIES TO INSURE CLEAR COMMUNICATION						
PLANNING AND NEGOTIATING						
IDENTIFIES PROBLEM						
INDICATES PERCEIVED SOURCE OF PROBLEM						
STATES OWN CONTRIBUTION TO PROBLEM						
SOLICITS EMPLOYEE FEEDBACK						
SEEKS MUTUALLY ACCEPTABLE SOLUTION						
DEVELOPS POTENTIAL SOLUTIONS						
WEIGHS POTENTIAL SOLUTIONS						
SELECTS "BEST POSSIBLE" SOLUTION						
DEVELOPS IMPLEMENTATION PLAN						
IDENTIFIES PERFORMANCE OBJECTIVES						
MOVES TOWARD PLANNING SEQUENCE						
INTERVIEW CLOSING						
EMPLOYEE SUMMARIZES AREAS OF AGREEMENT						
EMPLOYEE SUMMARIZES AREAS OF DISAGREEMENT						
EMPLOYEE SUMMARIZES FUTURE GOALS & OBJECTIVES						

MODULE FOUR POST-TEST
MULTIPLE-CHOICE QUESTIONS

Below are a number of multiple choice questions on the performance evaluation process. For each question, please circle the letter (a.,b.,c.,d., or e.) of that word or phrase which, when added to the incomplete statement gives the best answer.

1. When should the supervisor prepare a preliminary statement of the performance objectives to be discussed during the interview?
   a. Shortly before the interview
   b. During the interview as problems surface
   c. Record them immediately after the interview
   d. The subordinate should develop the objectives
   e. Objectives should be developed only for problems
2. Which of the following is very important in regard to interview communication?
   a. Words employed by the supervisor
   b. Posture and gesture of the employee
   c. Voice inflections by both supervisor and employee
   d. Facial expressions of the supervisor
   e. All of the above
3. Feedback to the employee from the supervisor need not be:
   a. Related to a particular occurrence
   b. Specific in terms of details
   c. Related to an observable happening
   d. Interpreted in terms of motivations
   e. Based on actual behavior
4. In an interview situation, the first thing the supervisor should do is:
   a. Let the employee know where he/she stands
   b. Relate current performance to previous performance
   c. Establish rapport
   d. Engage in small talk
   e. Review paperwork related to the interview

5. Records retained in an employee's personnel folder for performance evaluation purposes should:

   a. Concentrate on performance discrepancies

   b. Document critical incidents (both favorable and unfavorable)

   c. Interpret the employee attitude behind certain behaviors

   d. Be anonymous whenever possible

   e. There should be no record of performance evaluation

6. During the initial stages of the feedback session, which of the following points can be safely ignored?

   a. Indication of the ways in which the performance evaluation systems fits into the organizatibnal framework

   b. Indication of the ways in which the performance evaluation effects the individual employee

   c. Indication of the framework for the conduct and sequencing of the interview

   d. Definition of the supervisor's personal role expectations

   e. None of the above can be safely ignored

7. In an interview situation, which of the following is the most questionable procedure?

   a. Identifying what the supervisor can and can not do to resolve a problem situation

   b. Suggesting insights into the employee's motivations

   c. Indicating specific problem areas and asking for joint solutions

   d. Being willing to listen 50% of the time (or more)

   e. None of the above are questionable

8. In providing performance feedback to an employee, it is usually best for the supervisor to:

   a. Ignore all negative behaviors and provide only positive reinforcement

   b. Structure the interview so the supervisor does most of the talking

   c. Cross examine the employee when he/she seems reluctant to face up to obvious facts

   d. Allow the employee to formulate his/her own problem statements

   e. Play a passive role

PERFORMANCE EVALUATION FACTORS

SELF-ASSESSMENT

Below are listed a series of statements about performance evaluation and related topics. For each statement please rate yourself in terms of your knowledge about the particular statement or your ability to do the behavior described by the statement. Please circle the letter that best describes your answer.

1. To what degree can you identify the elements of a successful performance evaluation feedback session?

A.	B.	C.	D.
NOT AT ALL	*TO A VERY LOW DEGREE*	*TO A MODERATE DEGREE*	*TO A VERY HIGH DEGREE*

2. How skillful are you at conducting performance evaluation feedback sessions?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

3. How skillful are you in evaluating your employees' performance?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

4. How skillful are you at initiating the performance evaluation feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

5. How skillful are you at structuring the feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

6. How skillful are you at communicating during the feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

7. How skillful are you at closing the feedback session?

A.	B.	C.	D.
NOT SKILLFUL AT ALL	*A LITTLE SKILLFUL*	*SOMEWHAT SKILLFUL*	*VERY SKILLFUL*

ESSAY QUESTIONS

1. Identify the important segments of a performance evaluation feedback interview.

2. Outline a "workable" approach for negotiation, that is, indicate what you should do first, second, and so on when you reach an impasse and must negotiate.

KEY TO PRE-TEST AND POST-TEST

MODULE FOUR

MULTIPLE CHOICE

1. = a., 2. = e., 3. = d., 4. = c., 5. = b., 6. = e., 7. = b., 8. = d.

SELF ASSESSMENT

To score the self assessment questions, use the following conversion:

A. = 1., B. = 2., C. = 3., D. = 4.

Sum the values for the letters you circled. For example, if you circled "C" for all the self assess[illegible] questions, your score would be 3 + 3 + 3 + 3 + 3 + 3 + 3 = [illegible]

TRUE FALSE

1. = True, 2. = False, 3. = True, 4. = False, 5. = False, 6. = False, 7. = False, 8. = False, 9. = False, 10. = True

ESSAY

1. Score one point for each of the following: Interview initiation, interview structuring, interview communication, interview planning, interview negotiation, interview closing.

2. Score one point for each of the following factors identified:
   (a) indicate there is a problem
   (b) identify your contribution to the problem
   (c) define the problem
   (d) state basis for indicating there is a problem
   (e) re-state your contribution to the problem
   (f) solicit employee feedback
   (g) identify your desire for a mutually acceptable solution
   (h) consistently move toward a planning sequence

Please enter your score for the pre-test and the post-test in the columns below.

MODULE FOUR	PRE-TEST	POST-TEST
MULTIPLE CHOICE--------------------------	____	____
SELF ASSESSMENT--------------------------	____	____
TRUE FALSE-------------------------------	____	____
ESSAY------------------------------------	____	____
TOTAL-----	====	====